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ABSTRACT

Abstracts on bilingual and multicultural education, covering 1963 to 1980 and retrieved from three data bases (Educational Resources Information Center (ERIC), America History and Life, Sociological Abstracts) comprise this annotated bibliography, divided into a guide and four sections: Bilingualism and Elementary Education, Multiculturalism and Secondary Education, Multiculturalism and Higher Education, and Related Topics. Developed to meet the 1979 National Council for Accreditation of Teacher Education (NCATE) standard requiring multicultural education in teaching programs, these references will direct researchers and educators to materials for developing programs for an estimated 3.6 million students with limited English skills. Predominant languages noted are Hispanic/Puerto Rican, Black American, Alaskan, Native American, French, and Asian. Multicultural topics include staff development, teacher education, and legislation. Predominant information relates to research evaluation of linguistics, testing, handicapped, instructional materials, programs, and experimental models. Abstracts consist of 298 from ERIC (1975 to 1980) for elementary, secondary, and higher education; 78 from America History and Life (1963 to 1980); and 114 from Sociological Abstracts (1963 to 1980). Also included is a frequency count of literature types and content; a listing of number of documents by languages and ethnic groups, according to institutional levels; and descriptions of bilingual program evaluation resources. (AW)

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AN ANNOTATED BIBLIOGRAPHICAL GUIDE TO THE LITERATURE ON BILINGUALISM AND MULTICULTURAL EDUCATION

SCHOOL OF EDUCATION

UNIVERSITY OF MISSOURI - KANSAS CITY

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Abstract

This extensive annotated bibliography provides a compilation of documents retrieved from a computerized search of the ERIC, America: History and Life, and Sociological Abstracts data bases for the areas of Bilingualism and Multicultural Education. The materials are organized into elementary, secondary, and higher education sections.

In the bilingualism area, the predominant languages noted are Hispanic-Puerto Rican, Black-American, Alaskan, Native American, French, and Asian. In the multicultural education area, topics included are (1) Staff Development (2) Teacher Education, and Legislation; the predominant information relates to research evaluation in linguistics, testing, the handicapped, instructional materials, programs, and experimental models.

Overall, the time period covered is from 1963 to 1980 with the largest number of abstracts in the period of 1975 to 1980.

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FOREWORD

This volume has been compiled to meet the increasingly critical need for bibliographical references in the field of multicultural education.

The advantages of this volume should be apparent to all who use it. To the researcher it provides a handy guide to various sub-areas that constitute the bilingual-multicultural aspects of education. These sub-areas relate to elementary-secondary and higher education as well as specific issues or topics within these sub-areas.

For the educational practitioner this volume is equally valuable. As a current source on bilingual and multicultural components, the annotated references provide summarized information about programs and activities associated with efforts to develop educational models appropriate to learning outcomes for a multicultural society.

Also, the study of bilingualism and multicultural education will be of special assistance to undergraduate and graduate students. The annotated abstracts provide an orientation for students unfamiliar with the literature as well as a baseline source for students interested in pursuing particular issues and topics.

This annotated bibliographical guide is only one indicator of evidence that the field of bilingualism and multicultural education has become an intense activity for writing and research by linguists, educational psychologists, curriculum specialists, theorists in education, and educational practitioners.

The various issues dominating bilingual and multicultural activities from the past to the present reveal that scholarly research and published studies will continue to probe for new knowledge in the decade ahead.

ACKNOWLEDGMENTS

Several individuals and colleagues have assisted in the preparation, review, and printing of the final manuscript. Dean Eugene E. Eubanks of the School of Education, University of Missouri at Kansas City contributed both personal and institutional support for the project. The departmental secretary, Ms. Jeanne Whitaker, took on the arduous task of initial classifying, resorting, and typing the annotated abstracts with skill and perserverance.

Ms. Marilyn Carbonell from the General Library, Computer Assisted Reference Service of the University of Missouri at Kansas City, utilized her expertise in seeking the most appropriate sources of computer data sources for the annotations within the cost limits of the project. A special thanks is given to Ms. Marguerite Andrews, a graduate student who took on the tedious task of providing a frequency count analysis of the various kinds of publications and emphases areas in the field of bilingual/bicultural education.

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INTRODUCTION

One trend seems increasingly noticeable in the 1980's - school districts, colleges, and universities will continue to be influenced by cultural changes and conditions as human rights are legally and educationally pursued by old and new minorities involved in American life. In the case of bilingualism, other than Federal legislation enactments, the 1974 Supreme Court decision (Lau vs Nichols mandates that non-English speaking Chinese students are entitled to assistance with the language of English) has direct implications for an estimated 3.6 million students with limited English skills. Of this estimated population, 60% to 70% are Spanish speaking and the remaining groups speak Asian languages such as Chinese, Korean, Vietnamese, and Cambodian. In terms of initial legislative action, the Supreme court decision unanimously upheld Title VI of the Civil Rights Act of 1964 prohibiting denial of access to education programs because of students' limited English proficiency.

Though some states have enacted legislation, a stronger influence has been proposed by the U.S. Department of Education as announced in the Federal Register, Vol. 45, No. 152 on August 5th of 1980. Proposed regulations are intended to establish the legal status of the Office of Civil Rights Enforcement policy for bilingual education as well as to establish comprehensive procedures and standards governing bilingual education. In essence, these regulations require schools to test students to determine whether they should be taught in a language other than English and to provide some bilingual services. In addition, the rules stipulate that any school with 25 or more students within two grades who speak the same foreign language would be required to set up a bilingual program. Also, the regulations outline criteria for determining when student should leave the bilingual program to be taught exclusively in English. However, these regulations became moot with the election of a new President in the White House.

One of the Major issues which has emerged in tracking the problems, concerns, and progress of bilingual/bicultural education during the 1970's is the argument about an overemphasis on bilingualism for the ethnolinguistic minority child and a neglect of the mainstream English speaking child. Lambert, (1980) suggest that the main emphasis should be put on education while broadening the scope of bilingual education to include majority as well as ethnolinguistic minority groups.

Exemplars of this concept called early immersion schooling are programs in Canada and the United States where mainstream children are sensitized and educated in another language in kindergarten, and grades 1 and 2 by a monolingual teacher before switching to English in Grades 3 or 4.

While some school districts involved in bilingual and bicultural education are concerned with improving the quality of these programs, others faced with implementing these programs are concerned with funding and resource needs to meet Federal requirements. At the same time, the proponents of bilingual/bicultural programs may utilize a last resort option of filing suit against school districts which resist or ignore equity for ethnolinguistic minority children. In part, this tendency is attributable to the lack of supportive state legislation.

Of equal importance is the role of teacher education institutions in American Society. It is apparent that teachers will be increasingly involved with cultural diverse pupil population and teaching-learning situations. Hence, their education should include much more than a general orientation to a variety of cultures. Our teachers need to develop an understanding of the unique educational needs of culturally different children. They should also acquire appropriate knowledge and skills necessary for working with children

whose cognitive and learning styles may be very different from those of the mainstream children.

It seems axiomatic that prospective teachers should also examine their own cultural background as they prepare for their future careers. The ERIC source of 298 abstracts for elementary, secondary and higher education covered a period from 1975-1980. The American History and Life source of 78 abstracts covered a period from 1963-1980 and the 114 Sociological abstracts source, included the period of 1963-1980. A total of 489 Annotated abstracts were retrieved from the computer service.

Since January of 1979, teacher education institutions seeking accreditation or reaccreditation from the National Council for Accreditation of Teacher Education have to provide multicultural education in teaching education programs. This annotated bibliography was developed as a means of meeting the NCATE standard on multicultural education by the School of Education.

As indicated in the Table of Contents, the annotated bibliography is on bilingual programs and multicultural education. The elementary level is given first. Information on bilingual and multi-cultural programs on the secondary level is presented next.

The materials on bilingual and multicultural programs at the junior college and university levels constitutes the third section, and the sources on topics related to multicultural education comprise the remainder of the annotated bibliography. The Appendices section includes a frequency count of the types of literature sources according, to institutional levels, institutional areas, legislation, ethnic group languages, at different institutional levels, and discrepancies which could not be eliminated in the first printing of the annotated bibliography. This section also includes pertinent

sources related to bilingual program evaluations from the Phi Delta Kappa Evaluation Network Quarterly Review Journal.

In the 1980's significant changes in the racial and ethnic composition of American Society will be marked by minority populations growing from around 14 percent to about 20 percent with the Hispanic Americans replacing Black Americans as the predominant minority group. Multicultural education will be a critical target for schooling programs.

FREQUENCY - COUNT ANALYSIS

Types of Literature	Institutional Levels				
	Elementary Level	High School Level	Higher Education	Related Material	Total
Books	58	0	2	1	61
Papers	19	1	18	2	40
Reports	31	0	15	1	47
Dissertations	1	0	0	0	1
Master's Thesis	1	0	0	0	1
Curriculum Guides	14	0	1	6**	21
Others*	52	46	105	80	283

* Mainly articles in professional journals.
** In the "Related Materials" section, one guide is K-12, one is K-8, and one is Grade 1 Science.

Content Material	Institutional Areas				
	Elementary Level	High School Level	Higher Education	Related Material	Total
Staff Development In-Service	10	2	15	5	32
Teacher Education Pre-service	0	1	8	1	10
Research Evaluation					
Linguistics	12	1	2	1	16
Experimental Models	18	0	3	0	21
Diagnostic Tests	10	1	0	0	11
Mastery Tests	10	0	0	0	10
Listings of Tests	1	0	0	0	1
Handicapped LD	1	0	0	0	1
Handicapped MR	1	1	0	0	2
Instructional Material	65	0	10	17	92
Attitude toward or of ethnic groups	25	41	92	64	222
Counseling	3	0	1	0	4
Program Evaluation	27	0	0	0	27
Legislation					
ESEA Title VII/I	11	0	0	0	11
Bilingual Education Act	3	0	1	0	4
Lau vs. Nichols Supreme Court Decision	3	0	0	0	3

LISTINGS OF DIFFERENT LANGUAGE - ETHNIC GROUPS

	Elementary Level	High School Level	Higher Education	Related Material	Totals
Asian	5	4	4	2	30
Chinese	2	1	1	3	
Cantonese	1	0	0	0	
Mandarin	1	0	0	0	
Japanese	0	0	4	2	
Hispanic	50.	13	27	13	147
Puerto Rican	10.	11	13	10	
Guam	1	0	0	0	1
Maori	0	1	0	0	1
Pacific-islanders	1	0	1	1	3
Philipino	0	0	0	1	5
Tagalog	1	0	1	1	
Ilokano	1	0	0	0	
Greek	2	0	0	1	3
Black-american	10	10	16	16	52
Ugandan	1	1	0	0	2
Ghanian	0	2	0	0	2
Brazilian	0	1	0	0	2
Portuguese	0	0	0	1	
Mennonites	0	1	0	0	1
Norman	0	0	1	0	1
Arab	0	0	0	1	1
Afghan	0	0	1	0	1
Indian	0	0	2	0	2
Hebrew	1	0	3	2	7
Sephardic	0	0	0	1	

	Elementary Level	High School Level	Higher Education	Related Material	Totals
Hindustani (Dutch)	1	0	0	0	1
Surinam (Dutch)	1	0	0	0	1
Eskimo	1	1	0	1	43
Aleut	1	0	0	2	
Yup'ik	2	0	0	0	
Inupiat/Alaskan	32	0	0	0	
Koyuk	1	0	0	0	
Athabasean	1	1	0	0	
Micronesia	0	1	0	0	1
Native American	9	6	7	8	30
Welsh/Gaelic	1	0	0	0	1
Scottish	0	0	1	0	1
Ukranian	2	0	0	0	4
Russian	0	0	0	2	
Yugoslavian	0	0	0	1	1
Slavs	1	0	0	0	1
Finnish	1	0	0	0	2
Skolt Lapp	1	0	0	0	
Scandanavian	0	0	1	0	2
Swedish	0	0	1	0	
Euro-americans	2	0	0	0	2
Italian	2	2	1	0	5
French	14	1	4	3	22
German	1	1	2	0	4
Poles	1	1	3	1	6

Resources for Bilingual Program Evaluation

Paula Martin
Evaluation Consultant
California Evaluation Services
2090 Green Street #27

Many resources are available for evaluators in the area of bilingual program evaluation. The following agencies and centers may be contacted for further information regarding materials, papers, and articles that pertain to evaluation in bilingual education:

I. The Center for Applied Linguistics
Communications and Publications 1611 North Kent Street
Arlington, Virginia 22209
(703)528-4312

The Center for Applied Linguistics (C.A.L.) is the ERIC Clearinghouse for languages and linguistics. C.A.L. publishes two newsletters. The "ERIC/CLL News Bulletin" covers issues related to language study and development and announces recent documents available through their ERIC Document Reproduction Service. Package searches such as "Multicultural Settings; Evaluation" (518c) Print 49/5/1-114 are available. This search lists citations of actual evaluations of bilingual programs. C.A.L. also publishes "The Linguistic Reporter," a newsletter in applied linguistic Reporter," a newsletter in applied linguistics with articles, conference announcements, and information regarding grants pertaining to ESL, bilingual education, and language teaching. Both of these newsletters require a subscription fee. Other materials, reports, etc. available through the Center for Applied Linguistics are included in their list of publications entitled "Footnotes."

II. The National Clearinghouse for Bilingual Education
1300 Wilson Boulevard
Suite B2-11
Rosslyn, Virginia 22209
(703)522-0710

The National Clearinghouse for Bilingual Education in Arlington, Virginia is funded by contract through N.I.E. in cooperation with the Office of Bilingual Education, H.E.W. The Clearinghouse puts out a very informative newsletter called "Forum" Which reports all the current information on federal funds for bilingual education, relevant research articles and issues relating to legislation, materials and program implementation. Many articles pertain to proposed regulations, federal guidelines and issues that effect minority affairs and bilingual education.

A series of papers are available on research and general areas pertinent to bilingual education. Their "List of Products" may be requested through their toll free "Hot-Line (800) 336-4560. This list includes a "Directory of the Title VII Network Center Libraries," professional reading and some evaluation references. Prices range from $2.00 to $4.50.

III. The National Dissemination and Assessment Center (NDAC)
ESEA Title VII
California State University
5151 State University Drive
Los Angeles, CA 90032
(213) 224-2723

The National Dissemination and Assessment Center (NDAC) at C.S.U., L.A. is funded through Title VII and is part of the Title VII national resources network system. NDAC publishes an "Occasional Paper Series" that covers research and other concerns related to language learning, culture, and bilingual education. Other references are available that pertain to language assessment evaluation of Title VII programs and bilingual materials. Information regarding their products will be supplied upon request. Recommended titles include: "Dos and Don'ts for Bilingual Program Evaluation," Bilingual Education, State and Federal Legislative Mandates: Implications for Program Design and Evaluation," and "Assessment Instruments in Bilingual Education: A Descriptive Catalog of 342 Oral and Written Test."

IV. The Center for the Study of Evaluation
UCLA Graduate School of Education
Los Angeles, CA 90024
(213) 825-4711

CSE has been involved in several projects funded by N.I.E. and other federal sources related to the evaluation of bilingual education programs and the assessment of bilingual evaluation technical assistance needs. They also disseminate an interesting newsletter "Evaluation Comment" that has had some articles pertaining to bilingual program evaluation. References from the Center include:

Alkin, et al., Evaluation and Decision Making: The Title VII Experience, 1974 at $3.50.
Burry, James, "Evaluation in Bilingual Education," Evaluation Comment, October 1976, 6:1.

Results from their B.E.T.A. (Bilingual Evaluation Technical Assistance Project) funded through N.I.E. in 1978 are currently in draft form but may be available if you call the Center. These results include a review of the literature pertaining to bilingual program evaluation, results from a questionnaire to bilingual program administrators regarding their bilingual evaluation technical assistance needs and a review of federal and state legislative requirements for the design and evaluation of bilingual projects. The review of the legislation can be obtained through the National Dissemination and Assessment Center at CSU in Los Angeles.

V. Federal Resources
Government Publications
Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

Several procedural guides that have applicability to bilingual program evaluation are published through the Government Printing Office:

Horst, Donald; Tallmadge, G.K.; and Wood, C.T. A Practical Guide to Measuring Project Impact on Student Achievement. Number 1 in a series of monographs on evaluation in education. Washington, D.C. USGPO., Stock No. 017-080-01460-2. Prepared for HEW by RMC Research Corp., 1975.

Tallmadge, G.K., and Horst, D.P. A Procedural Guide for Validating Achievement Gains in Educational Projects. Number 2 in a series of monographs on evaluation in education. Washington, D.C.: USGPO Stock No. 017-080-01516. Prepared for HEW by RMC Research Corporation, Mountain View, CA, 1971.

Tallmadge, G.K., and Wood, C.T. "Users Guide, ESEA Title I Evaluation and Reporting System." Prepared for HEW by RMC Research Corp., Mountain View, CA, October 1976.

These guides may prove to be useful in bilingual program evaluations because many Title I students may also be Title VII students, due to a multiple funding/multiple treatment issue in bilingual programs.

A recent federal guidebook, "Program Impact Evaluations: An Introduction for Managers of Title VII Projects," is currently in draft form. Requests and further information regarding this guide should be addressed Ellen Rosansky, 1200 19th St. N.W., Room 818E, Mail Stop E, Washington, D.C. 20208.

The "Federal Register," Volume 41, No. 114, June 11, 1976, p.23865, presents the federal evaluation requirements for Title VII programs.

VI. State Departments

State Departments of Education often have related reports, papers, and assessment forms that are useful for bilingual program evaluations. Actual evaluation forms (state and federal) that must be completed by school programs with limited English speaking students give an evaluator an idea as to the information needs of administrators and which key elements should be included in an evaluation plan for bilingual programs.

The Bilingual-Bicultural Department, California State Department of Education (721 Capitol Mall, Sacramento, California 95814) has a Bilingual Program Quality Review Instrument (Bil-PQRI K-6 and Sec. Bil-PQRI 7-12) that is useful in determining which aspects of the instructional program and which program characteristics in general should be noted in an evaluation.

Other "Selected Publications" are available through the California State Department of Education list (721 Capitol Mall, Sacramento, California 95814).

VII. Research Corporations, Research and Development Labs, Non-Profit Organizations, etc.

Other resources for potential evaluation references include research corporations, R&D Labs, non-profit organizations and corporations such as Educational Testing Service (ETS) which offer various products and services.

A. B.A.B.E.L. (Bay Area Bilingual Education League)
2168 Shattuck Avenue, Room 217
Berkeley, California 94704

BABEL, a non-profit organization, has several publications: "Tests that Measure Language Ability: A Descriptive Compilation," Bilingual Education: An Appraisal of Empirical Research, "Procedures and Models for Carrying Out a Needs Assessment," and "Bilingual Individual Learning Program Forms for K-6 or 7-12." Their B.I.L.P. forms can aid in record keeping for students who are not in a bilingual class but must have an individual learning program.

B. SRI Research Corporation and RMC in Mountain View, California have received several contracts that involve the development of evaluation designs for student achievement data and program information packages for compensatory education programs.

C. A reference available through ERIC and ETS is "Evaluating Bilingual Programs, 1977, by Alex Law which discusses the issue of program options and the many variables involved in a bilingual program evaluation.

VIII. Association and Organizations

The following associations and organizations produce journals and articles relevant to evaluation and research in bilingual education.

AERA - American Educational Research Association
AERA Subscriptions
1230 - 17th Street, N.W.
Washington, D.C. 20036

NABE - The National Association for Bilingual Education
NABE Membership
IV-13 BESL Center
100 Franklin Street
New Holland, PA 17557

TESOL- Teachers of English to Speakers of Other Languages

Janes E. Alates
School of Language and Linguistics
Georgetown University
Washington, D.C.

IX. Publishers

Certain publishers such as Jossey Bass in San Francisco and Sage Publications in Beverly Hills have a wide selection of references related to evaluation and evaluation research.

A recent publication not to be missed is 'Evaluating Bilingual Education Programs," by Bernard H. Cohen, 1979, from Teaching Resources Corporation.

Jossey-Bass Inc., Publishers
433 California Street
San Francisco, CA 94104

Sage Publications Inc.
P.O. Box 5024
Beverly Hills, CA 90210

Teaching Resources Corporation
50 Pond Park Road
Hingham, MA 02043

X. California Evaluation Services

California Evaluation Services, coordinated by this author, will disseminate a three page bibliography of specific references or bilingual program evaluation to EN readers upon request. Information is also available on an occasional paper series related to bilingual program evaluation. Contact me at the address listed above.

AN ANNOTATED BIBLIOGRAPHICAL ON

BILINGUALISM AND MULTICULTURAL EDUCATION

SECTION I

BILINGUALISM - ELEMENTARY

SCHOOL OF EDUCATION

UNIVERSITY OF MISSOURI - KANSAS CITY

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DECEMBER, 1980

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BILINGUALISM - ELEMENTARY

A Guide to the Development of Bilingual Education Programs. 1974, 64p.

This handbook is designed for school administrators, teachers, parents, and community groups who are interested in establishing a bilingual education program in their school. Since it is intended to be a practical, step-by step guide to bilingual education, the handbook emphasizes the process of developing a program, pointing out alternatives available at each stage. The guide is organized into four chapters: (1) Deciding: Introduction; Considerations on Bilingual Education; The Planning Checklist; (2) Planning: The Planning Committee; The Needs Assessment; The Program Aims; The Program Design; (3) Organizing; Student Selection; Student Grouping; Curriculum Development; Staff Selection; Staff Training; Materials, Facilities, Budgets; (4) Operating: Pretesting; Methods of Instruction; Parent and Community Involvement; Dissemination; Evaluation. The appendix consists of a guide to sources of information and materials. A selected bibliography concludes the handbook.

Aguilvar, J. V., "The Building Principal's Role in a Bilingual Education Program." Journal of Teacher Education. v30 n3, May-June 1979, 26-28.

The social and linguistic reinforcement provided by the presence of a bilingual building principal contributes significantly to the growth and development of the non-English-speaking student.

Akwesasne Mohawk, Book 1., 1975, 24p.

This is a highly illustrated text designed to teach vocabulary of Akwesasne Mohawk at the elementary level in a bilingual/bicultural setting. Each word is accompanied by its English equivalent. Vocabulary includes numbers 6-10, colors, animals, substances, and people in everyday life. The Mohawk spelling and pronunciation are those used by the Akwesasne Mohawk people. The book is one of a series produced by the Title IV bilingual/bicultural program at the Salmon River Central School in New York State.

Akwesasne Mohawk. Book K., 1975, 24p.

This is a highly illustrated text designed to teach vocabulary of Akwesasne Mohawk at the elementary level in a bilingual/bicultural setting. Each word is accompanied by its English equivalent. Vocabulary includes numbers 1-5, common animals and substances, and every day expressions such as "hello" "goodbye," and "Thank you." The Mohawk spelling and pronunciation are those used by the Akwesasne Mohawk people. Some basic dialogue exchanges are included at the end. The book is one of a series produced by the title IV bilingual/bicultural program at the Salmon River Central School in New York State.

Almeida, Cynthia H., "Pictures as a Basis for Teaching Reading, School Year 1975-1976." New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation. 1976, 27p.

This report is an evaluation of a selected New York City Umbrella program, funded under a special grant from the New York State Legislature. The primary goal of the program was to improve the reading achievement of first and second grade pupils in selected schools through the use of photographs taken by the pupils. The program was conducted in six elementary schools in four school districts in New York City and involved approximately 280 pupils who had scored two years or more below grade level on citywide reading tests. Seven second grade and three first grade classes were included in the program. Two of the second grade classes were bilingual. The program was staffed by a coordinator, an educational associate, two educational assistants, two teacher aides and two student aides. The evaluation objectives were: (1) to determine the extent to which the program was implemented in accordance with the specifications described in the program proposal; (2) to determine whether 70% of the first grade pupils and 90% of the second grade pupils would master the ten selected instructional objectives chosen from the Prescriptive Reading Inventory, Red Book, Level A; and, (3) to determine whether pupil attitudes toward school would improve as demonstrated by increased school attendance. Although program guidelines were fully implemented, the absence of ongoing professional supervision and direction of the instructional process and teacher misinterpretation of the objectives of the program resulted in an undertaking that lacked the necessary elements of an educational program. With regard to pupil reading performance, grade one pupils attained their criterion level for two out of the ten instructional objectives. Grade two pupils did not attain criterion level for any of the ten selected objectives. Since program pupil attendance was already high at the beginning of the program and slightly higher than nonprogram pupil attendance, expectations of additional increases in attendance by program classes were found to be unrealistic. Tabled data and recommendations are included in the report.

"Asian American Curriculum Guide: Elementary." Saint Paul Public Schools, Minn. June, 1979, 91p.

Designed to meet the need for elementary school students to understand the status, needs, and contributions of Asian Americans, this curriculum guide was developed as a result of an in-service teacher education workshop. The basic premise of the guide is the recognition that student awareness and understanding of Asian Americans should be developed through integrating an Asian American curriculum into ongoing curricula. Lesson plans for the guide are arranged in grade level order from kindergarten through sixth grade with one lesson for grades five through nine. Lessons are included for subjects such as social studies, music, math, reading, and language arts. All lessons follow the same format, with a title, key concepts,

generalizations, behavioral objectives, teaching procedures, evaluative procedures, and resources and materials. Worksheets follow each lesson when needed. Supplementary materials provide additional information on specific aspects of the Asian American heritage. These materials include games and an annotated bibliography of print and non-print materials.

"Asian American Curriculum Guide." Saint Paul Public Schools, Minn., June, 1978, 259p.

This comprehensive Asian American curriculum and resource guide for elementary school teachers consists of lessons developed as part of an in-service teacher education workshop. The guide is divided into three topic areas: stereotyping; similarities; and differences. The format for lessons in all sections contains a title, key concepts, generalizations, behavioral objectives, teaching procedures, and resources and materials. The lessons are designed to be used for different subjects including social studies, art, math, music, reading, language arts, and home economics. Specific materials and worksheets follow each lesson. These materials include instructions for activities such as Chinese character writing, origami, and tangrams. Additional activity sheets and supplementary materials are included in a guide to integrating Asian American lessons into the classroom. A short evaluation form for evaluating Asian American classroom materials and a brief annotated bibliography are included.

"An Inheritance Comes to P.S. 83." Am. Educ. 1966 2(2); 28-32.

Describes part of a project on teaching elementary school children about cultural pluralism through dance demonstrations designed to bring unfamiliar cultures to life in front of the children. The project was developed for the U.S, Office of Education by Pearl Primus.

Baetens Beardsmore, Hugo., "An Investigation into Bilingual Education for Children from Favored Socio-Economic Backgrounds. Problemes linguistiques des enfants de travailleurs migrants (Linguistic Problems of the Children of Migrant Workers)." Paper prepared for the Colloquium of AIMAV in collaboration with the Commission of European Communities (10th, Brussels, Belgium, 1977); Association Internationale pour la Recherche et la Diffusion des Methodes; Audio-Visuelles et Structuro-Globales. 1977, 23p.

The investigation reported sought to discover: (1) whether the problems faced by children of favored socio-economic backgrounds residing in countries other than those of origin are the same as or different from those faced by less favored groups, and (2) whether the techniques and programs provided for these privileged children can give any insights for similar programs adapted for children from less favored groups. Three schools in Belgium were selected as investigation sites, and an open-ended questionnaire was used for

the basis of the inquiry. All questions were asked orally during interviews with staff members, and, where possible, interviews were followed up by observation of the teaching program. All three schools were attended by children from upper-middle and middle classes. For purposes of the report, a bilingual program is defined as one that gives more attention to a second language than is normally the case in school curricula. The program and curricula of each school are described, and solutions to bilingual education are seen to range from transitional programs to balanced bilingual programs to the use of the second language for social studies. All schools claimed that a greater tolerance for diversity developed as a result of bilingual programs.

Balinsky, Warren., "Integrated Bilingual Demonstration Project for High Schools; 1974-1975." New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation. 1975, 23p.

This evaluation report is a description of an integrated bilingual-bicultural program which attempted to improve student achievement in oral and literate mastery of both Spanish and English. The program was funded under the Elementary Secondary Education Act, Title VII and was in its third year of operation in New York City. Two hundred ninth and tenth grade Spanish dominant students participated in the program. Students were selected for the program by both referral from guidance counselors and voluntary enrollment. The objectives of the program were to improve language proficiency and academic achievement in mathematics, social studies, and science bilingual curricula. Other program objectives were improvement in school attendance, decline of the number of dropouts, and a decrease of student referrals to the guidance office for disciplinary problems. Teacher-made tests in mathematics, social studies, and science were administered at the end of the school year. Speaking and comprehension in English, and reading in Spanish were assessed by standardized tests in Spanish. All students in the project demonstrated improvement in these areas. The students also had fewer disciplinary problems and guidance referrals than the school as a whole. Additionally, significant improvement in speaking and English comprehension was achieved by the students.

Barik, Henri C.; Swain, Merrill., "Bilingual Education Project: Evaluation of the 1974-75 French Immersion Program in Grades 2-4, Ottawa Board of Education and Carleton Board of Education." Dec. 1975, 30p.

The school performance of pupils in grades 2-4 of the French immersion program in operation in the Ottawa-Carleton public schools is evaluated in comparison with the performance of those in the regular English program. The results indicate that by the end of grade 2, pupils in the immersion program show the same level of cognitive development as pupils in the regular program, are behind their peers in the regular English program only in spelling, show no difference in mathematical skills, and exhibit comprehension of French lower than that of native

speakers but significantly higher than regular program pupils. By the end of grade 3, immersion pupils lag behind in several areas of English language skills and in mathematical skills requiring the reading of English, but perform satisfactorily on measures of French reading and listening comprehension and show the same level of cognitive development as regular pupils. Upon completion of grade 4, immersion pupils reveal for the first time a higher level of cognitive ability than regular pupils. In addition, at this point their English language skills, mathematical skills, and French reading comprehension are equivalent or superior to those of regular students.

Ben-Zeev, Sandra., "The Influence of Bilingualism on Cognitive Strategy and Cognitive Development." Child Development, 48, 3, Sept. 1977, 1009-1018.

Hebrew-English bilingual children, monolingual English children, and Hebrew monolingual children ranging in age from 5 to 8 years were tested for flexibility in syntactic rule usage, symbol substitution, semantic knowledge, and nonverbal system understanding.

Berthoz-Proux, Michelle., "L'enfant de travailleur migrant a l'ecole francaise (The Child of the Migrant Worker in the French School)." Langue Francaise, 29, Feb. 1976, 116-123.

Discusses the problems faced by the French school system in educating non-French speaking children of non-homogeneous background at the elementary and secondary levels. Some experimental programs are described and bilingual education is proposed as a possible solution.

Bobby, Pete; And Others., "K'qizaghetnu Ht'ana (Stories from Lime Village)." April 1978, 45p. Alaska Univ., Anchorage.

A cross section of Athabascan life as related by eight inhabitants of Lime Village, Alaska, is given in this document. The short narratives are printed in English and in Dena'ina. Illustrations accompany the text. The stories tell of making eagle feather robes, birchbark or mooseskin boats, a raincoat from black bear intestines, and boots from fish skins. Another story describes how to make a birch bark basket and then brew tea in it by dropping hot stones into the water. A recipe for Indian ice cream includes such ingredients as cooked salmon, moose grease, berries and sugar. Fishing methods include blackfish traps, dipnets, spears for whitefish, and nets for salmon. Wormwood soaks and hot packs are listed as native remedies for blood poisoning, with blackberry tea as a cure for stomach ache or constipation, and red currant bark tea as an aid for those with tuberculosis. The stories also tell of hunting sheep, seals, mountain squirrels, ducks, and black bear.

Bouton, Lawrence F., "Meeting Needs of Children with Diverse Linguistic and Ethnic Backgrounds." Foreign Language Annals, 8, 4, Dec. 1975, 306-316.

A program at one elementary school served foreign students' needs by teaching language arts, as well as tutoring in other subjects, in their native language. Native English speakers studied a second language, and varying cultural backgrounds of teachers and students were emphasized and studied.

Brisk, Maria E., "The Role of the Bilingual Community in Mandated Bilingual Education." Cal-ERIC/CLL Series on Languages and Linguistics, No. 49. 1977, 21p.

It is the purpose of the present report to alert community organizers, school officials, and scholars to their mutual interest in securing community involvement in the planning and execution of bilingual programs. Strategies are proposed for bilingual communities to follow when confronted with mandated bilingual education. The proposed process is not a theoretical model based on studies in community organization, but rather a summary of successful strategies. The report focuses on the structure of the community and other interested parties, on the type of community organization required for effective action, and on the role of the community in setting goals for implementing and monitoring bilingual programs. Specific aspects of the planning of a bilingual program are discussed such as needs assessment including a survey of school children, the setting of goals, and technical issues such as language type to be used, materials, accurate assessment of language proficiency, and teaching personnel.

Cardenas, Jose A.; And Others., "Bilingual Education." Intercultural Development Research Association, San Antonio, Texas. 1975, 39p.

Seven articles are contained in this publication, "Bilingual Education va. Segregation" and "Lau Remedies Outlined" are by Jose A. Cardenas. The former discusses the bilingual education paradox in situations where children are forced to forego the benefits of bilingual education because all instruction is in English, or are segregated in order to participate in a bilingual education program. Methodologies are outlined which would allow Spanish-speaking children to be taught in heterogeneous settings. In the latter, the four phases of the development of a compliance plan are outlined, and bilingual education at the secondary level is briefly discussed. "A Perspective of Oral Language Development in Federal Programs," by Kay Jagoda Caragonne, contrasts ESL language development, oral language development in general, and oral language development in bilingual education. "PAL Measures Language Dominance" and "BSM Assesses Linguistic Proficiency in English/Spanish," by Sylvia Gil, discuss the goals, construction, administration, and scoring of the Primary Acquisition of Languages Oral Language Dominance Measure and the Bilingual Syntax Measure. "Appreciating Linguistic Varieties," by Nancy Flores, discusses socially stigmatized language varieties in terms of bilingual education. "Implementation of Innovations in Multicultural Education," by Blandina Cardenas, deals with the organizational and human relations needs of educational institutions implementing bilingual/multicultural education.

Carlisle-Zepeda, Veronica; Saldate, Marcario, IV., "Bilingual Bicultural Teacher Competencies; A Vehicle for Quality Education." North Central Association Quarterly, 52, 2, Fall, 1977, 327-34.

Teachers should be required to have certain competencies before being accepted as the educators to implement a program aimed at cultural pluralism. Discusses the teaching procedures involved in bilingual bicultural education and recommendations for the training of bilingual educators.

Cleveland, Truman., "Anuniatiq (Hunting)." Alaska State-Operated Schools, Anchorage, Sept. 1976, 29p.

This elementary language test, designed for children in bilingual Inupiat-English programs in the Alaskan villages of Ambler, Kobuk, Kiana, Noorvik, and Shungnak, contains fourteen passages about hunting in Alaska. Each page of text is illustrated with a black-and-white drawing. The English equivalent is given at the back and is not included in student copies of the book.

Cohen, Andrew D., A Sociolinguistic Approach to Bilingual Education: Experiments in the American Southwest. 1975, 352p.

This book incorporates a general discussion of bilingualism and its relation to sociolinguistic facts with a description of the Redwood City, California, bilingual education project, begun in 1969. Chapter 1 describes the phenomenon of bilingualism, while Chapter 2 deals with the concept of bilingual education. The relationship between bilingualism and intelligence is discussed in Chapter 3, and Chapter 4 provides a broad-ranging discussion of the Mexican American people. Chapters 5 through 12 deal with the Redwood City study, and cover the research design and methodological procedures and a description of the Redwood City community (Chapter 5), school instructional programs during the time of the study (Chapter 6), the measurement of Spanish and English language proficiency of children in the bilingual program and the control group (Chapter 7), a linguistic account of deviant forms in the childrens' language (Chapter 8), a sociolinguistic account of language use patterns (Chapter 9), the effects of bilingual schooling on the acquisition of mathematical skills and on the development of certain intellectual abilities (Chapter 10), and children's attitudes towards Mexican and American culture and toward school and parental attitudes toward Spanish and English (Chapter 11), Chapter 12 states the conclusion of the study and offers a series of recommendations.

Cordasco, Francesco., "Bilingual Education in American Schools." Intellect. 106, 2386, 4 July, 1977.

Discusses some of the history of bilingual education in the United States, the efforts of the Supreme Court to develop bilingual education, and the resistance by some groups to the growth of bilingual education.

Cummins, James., Bilingualism and the Development of Metalinguistic Awareness." Journal of Cross-Cultural Psychology, 9, 2, June 1978, 131-49p.

This paper suggests that bilingualism can increase the child's metalinguistic awareness and promote an analytic orientation to linguistic input.

Cummins, James; Mulcahy, Robert., "Orientation to Language in Ukrainian-English Bilingual Children." Child Development, v49 n4 p1239-42, Dec. 1978.

Investigated the influence of Ukrainian-English bilingualism on first and third grade children's awareness of the arbitrary nature of word-referent relationships and on their ability to analyze linguistic input.

Diaz, Agapito; Nicolich, Mark., "Final Evaluation Report, Title VII." Community School District No. 10, Bilingual Mini School B/E 51-47601. Community School District 10, Bronx, N.Y. July 1974, 24p.

The Elementary Secondary Education Act Title VII Bilingual Program operated at the Bilingual Mini School housed in P.S. 59 completed its third year in operation and will be expanded next year to include fourth grade participants. Grades serviced by the program during 1973-74 were kindergarten first, second and third. Instructional procedures in each classroom took place in the dominant language of the participating students. Classrooms in the Bilingual Mini School were divided into English and Spanish dominance with one bilingual classroom on a second grade level. Regardless of language dominance, the signs, objects, and pictures around the room were labeled in both English and Spanish. Through the use of two languages as means of instruction, the goal of the program is the development of a learning program which will allow students to become proficient in comprehension, speaking and reading in both English and Spanish. The curriculum of the Bilingual Mini School focused not only on academic achievement but also on the cultural development of participating students. Besides films and stories relevant to the Hispanic and Black heritages, field trips were conducted to enhance the cultural awareness of the students. Many of the teachers in the program felt that this cultural aspect of the program needs to be expanded.

Dube, Normand., Chez nous ma famille (At Our House; My Family). 1972, 31p.

This elementary French Reader was designed for use in a bilingual program. It contains several reading selections about members of a family, followed by questions for discussion. Also included are the words and music for three short songs, a poem, and five illustrated vocabulary lists.

Dube, Normand., Chez nous: mon village (At Our House: My Village). 1973, 32p.; In French.

This elementary French reader was designed for use in a bilingual program. It contains reading selections about life in Madawaska, Maine, illustrated vocabulary lists, and discussion questions. Also included are the words and music for two short songs and four phonetic drills.

Dube, Normand., Mon Pays: ma foret (My Land: My Forest). 1973, 28p.; In French.

This basic French reader was designed for use in a bilingual program. It contains several reading selections about life in the forest, illustrated vocabulary lists, and a short poem. The text concludes with four phonetic drills.

Dube, Normand., Mon Pays: Frenchville-St. Agathe (My Land: Frenchville-St. Agathe). 1972, 42p.: In French.

This elementary French textbook was designed for use in Frenchville and St.-Agathe, Maine, bilingual programs. It contains several reading selections, arithmetic and social studies lessons, and the words and music for three short songs. Every lesson is illustrated, and several exercises that provide space for the students' written responses are included.

Dube, Normand., Mon pays: Madawaska (My Land: Madawaska). 1972, 43p.

This elementary French textbook was designed for use in a Madawaska, Maine, bilingual program. It contains several reading selections, a dialogue, a poem. arithmetic and social studies lessons, and the music and words for two short songs. Every lesson is illustrated, and several exercises that provide space for the students' written responses are included.

Dube, Normand., Les Acadiens (The Acadians). 1972, 21p.: In French.

Designed for use in a bilingual program, this elementary reader is the story of early French settlers in Acadia, the region now known as Nova Scotia and New Brunswick. The French text is illustrated with color drawings.

Dube, Normand., Je voyage au Canada (Travelling to Canada). 1973, 36p.

Designed for use in a bilingual program, this basic French reader centers around a trip to Canada. It contains reading selections, two short poems, the words and music of a song entitled "La cigale et la fourmi," and several oral and written exercises.

"East Harlem Block Schools." Program Summary. Nov. 1971, 7p.

This document is the seventh in a series of 12 early childhood program descriptions compiled by the Far West Laboratory for Educational Research and Development. The program described here is the East Harlem Block Schools in New York City. The Block Schools include two day care centers, an elementary school and a tutoring program, whose total ethnic population reflects that of the surrounding community -- 70% Puerto Rican, 20% black, and 10% white. Most of the children are bilingual and all are from low-income families. The schools were established by parents who felt it necessary to design and control the educational environment in order to create continuity in attitudes and relationships between home and school. Staff and teachers were then hired who were responsive to these goals and accountable to parents. Included in the program description are brief outlines of: (1) goals and objectives, (2) content and materials, (3) classroom activities, (4) parent involvement, (5) professional and paraprofessional training, (6) administrative requirements and costs, (7) program development and evaluation, and (8) program history and present (1971) status.

"ESEA Title VII Bilingual/Bicultural Education Program: Programa de Educacion Bilingue/Bicultural 1975-1976." Milwaukee Public Schools, Wis. Dept. of Educational Research and Program Assessment. 1976, 202p.

This is the annual evaluation report of the Title VII components of the Milwaukee Bilingual/Bicultural Education Program funded by Title I and Title VII of the Elementary and Secondary Education Act of 1967 and the Milwaukee Public Schools. The results of the 1975-76 assessment of pupil progress toward achievement of the program's academic and affective goals in elementary and secondary schools are detailed. It includes observations by parents, teachers, administrators, and the Educational Resource Team. Stardardized test results indicate the goal of grade level progress was achieved at kindergarten, lower and upper primary in readiness, English reading, and mathematics when Bilingual Program performance was compared with national norms and Title I or Spanish-surnamed comparison groups. Half-day kindergarten children reached the same achievement level as those in full-day classes. Equivalent progress was not demonstrated at middle primary, the level at which many pupils were introduced to reading in their second language. At upper primary, Bilingual Program Achievement exceeded that of the Title I Reading and Mathematics Programs. In addition, Spanish reading achievement was high. Both bilingual and comparison pupils tested positive on a self-concept test. A sample of students indicated positive attitudes toward Mexican and Puerto Rican cultures and a high level of cultural knowledge. Career Orientation, Bilingual Typing, and English for Latinos were innovative secondary school courses. Secondary students endorsed bilingual education. Teachers and parents gave the program high ratings in meeting the goals of grade level achievement and improved student self-esteem. Suggestions for program improvement were made.

"Evaluation of the Impact of ESEA Title VII Spanish/English Bilingual Education Program. Vol. I: Study Design and Interim Findings." American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif., Feb. 1977, 565p.

The study design and interim findings of the study conducted to determine the impact of bilingual education on students in the cognitive and affective domains in a nationally representative sample of Spanish/English bilingual projects are presented. The results summarized reflect the pre-post test period of data collection of the academic year 1975-76. Elementary students enrolled in bilingual projects were contrasted with students not enrolled in such projects. Standardized achievement tests were used to measure performance in language arts and mathematics computation in both languages. Information was collected on student and teacher characteristics and attitudes. Results from teacher questionnaires indicate that less than a third of all students in Title VII classrooms were there because of limited-English speaking ability. Title VII teachers and aides were more proficient in Spanish and English than non-Title VII staff. In terms of students of limited English-speaking ability achieving competency in English, projects which have been operating four to five years are said to not be generally effective. Encouraging results are said to be encountered in mathematics. It is claimed that no clear trend was found to indicate that participation in Title VII brought about an increase in positive attitude toward school.

"Evaluation of the Impact of ESEA Title VII Spanish/English Bilingual Education Program. Vol. II: Project Descriptions." American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif. Feb. 1977, 573p.

This volume presents descriptions of the thirty-seven sites and Title VII projects included in the study designed to determine the impact of bilingual education on students in the cognitive and affective domains in a nationally representative sample of Spanish/English bilingual projects funded through Title VII of the Elementary and Secondary Education Act. The information contained in the descriptions of each project was obtained by the American Institutes of Research (AIR) project staff who visited each site. Data were provided through direct classroom observation, teacher questionnaire responses, and individual interviews with teaching, school and project personnel. Projects and sites are coded rather than identified by name, and a chart is provided to aid the reader in locating projects categorized as to geographical region of the United States, rural or urban setting, the nature of the Hispanic student population served, and the average additional non-district per pupil cost associated with Title VII project students.

"Evaluation of the Impact of ESEA Title VII Spanish/English Bilingual Education Program. Interim Results. Executive Summary Planning/ Evaluation Study." Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation. April 1977, 8p.

Interim results of the study conducted to determine the effectiveness of federally funded bilingual education projects are described. Objectives were (a) to determine the cognitive and affective impact of bilingual education on students in Spanish/English bilingual education projects funded through ESEA Title VII, (b) to describe the educational processes in these projects, (c) to identify educational practices which result in greater gains in student achievement, and (d) to determine per student costs associated with each project. Students enrolled in bilingual projects were contrasted with students not enrolled in such projects. Standardized achievement tests were used to measure performance in language arts and mathematics computation in both languages. Information was collected on student and teacher characteristics and attitudes. Results from teacher questionnaires indicate that few of the students participating in the projects could be classified as having limited English-speaking ability. Title VII Hispanic students, including Spanish monolinguals, performed better in mathematics computation than could have been expected in the absence of a program. Results on English reading and vocabulary tests are mixed but generally less favorable for Title VII students, and observed achievement gains in Spanish language arts by Title VII Hispanic students are said to not be solely attributable to participation in bilingual education programs.

Ewanyshyn, E., "Evaluation, Ukrainian-English Bilingual for the Edmonton Catholic School System, 1975-76. Edmonton Catholic Schools (Alberta). 1976, 189p.

The Ukrainian Bilingual Program, a three-year pilot project coordinated by Alberta Education, was implemented by the Edmonton Catholic School System in the Fall of 1974. The current evaluation is the second phase of a three-year study and concerns the 1975-76 academic year. Forty-eight first graders in the bilingual program were matched with a control group on the variables of grade level, sex, age, PMA scores, and socioeconomic status. Fifty-one second graders were matched with a control group according to the same variables. Achievement instruments to evaluate academic progress in reading, math, and language skills were administered. Parent, teachers, and principal attitudes were sampled. Results show that: (1) students in the bilingual program achieved as well in English language arts and in mathematics as students not in the program at both the grade one and two levels; (2) students were making significant progress in learning the Ukrainian language at both the grade one and two levels; (3) attitudes of the parents, students, teachers and principals were very positive toward the program; (4) according to the perceptions of both parents and teachers, students acquired an appreciation of the Ukrainian culture and an understanding of the Ukrainian Catholic Rite.

"Exito, Title VII ESEA, 1973-1974. Hartford Moves Ahead: An Evaluative Report." Hartford Public Schools, Conn. Sept. 1974, 26p.

As originally developed, Projecto Exito, often referred to as the Bilingual Community School or simply as "Escuelita," was in name and in deed a comprehensive community-based approach to the problems of bilingual education, funded under Title VII of the 1965 Elementary Secondary Education Act. Intended to serve Spanish and English-speaking students in direct proportion to their distribution within the Barnard-Brown attendance area, the program was planned so as to include two interrelated dimensions. Exito was to serve a demonstration effort in bilingual education which could then be expanded to other populations if the results were favorable: it was also to serve as a bilingual community school which could and would provide direct services to students ranging from preschool to adult education. While the evaluation design was a relatively straight forward pre-post-test model, a number of operational controls were built in to the design so as to insure program validity to the resultant data. The design included pre- and post- measures which could be administered not only on a grade by grade basis, but over a longitudinal period as well. While the design did attend to affective indications of change, data in this area were not reported; instead, only various forms of the "Inter-America Test of General Ability" were used.

Farmer, Mary., "Meeting the Needs of the Community: Bilingual Education in San Diego." Hispania, v61 n4 p950-52, Dec. 1978.

The author presents an overview of various bilingual and bicultural education programs in San Diego County. Factors such as funding, language learning theory, and local characteristics of the Mexican-American population are considered.

Finer, Neal., "An Introductory Lesson on Mexican Culture." Paper presented at the National Bilingual/Bicultural Materials conference (Third, San Francisco, California, February 1976). 14p.

This is a brief guide for designing instructional materials for use in bilingual/bicultural education at the secondary level. It presents a teaching model for use in a pre-service meeting to show teachers what they can do in developing appropriate curriculum on Mexican Culture (with content applicable to classes in Spanish, art, history, developmental English, and so forth). There is a step-by step consideration of the organization of the teaching model, including: (1) statement of the key idea to be developed, (2) presentation of illustrations to enliven concept development, (3) lesson objectives, (4) prefatory information for implementing lesson methodology, (5) suggested content-recommended activity (introduction, development, concluding evaluation), (6) alternative reinforcement experiences, and (7) sources (detailed content and general background resources). Four guiding criteria for designing curriculum on Mexican culture are stressed in the teaching model, which include: (1) humanistic focus (2) contemporary viewpoint (3) balanced, accurate treatment of cultural realities (4) a multi-disciplined approach.

Fu, Victoria R., "A Longitudinal Study of the Self-Concepts of Euro-American, Afro-American, and Mexican-American Preadolescent Girls." Child Study Journal, v9 n4, 1979, p279-88.

A longitudinal research strategy was employed to explore the developmental changes in the self-concept of 260 preadolescent girls from three different ethnic groups over a three-year period.

Gibbs, Jewelle Taylor., "The Interpersonal Orientation in Mental Health Consultation: Toward a Model of Ethnic Variations in Consultation." Paper presented at the Annual Meeting of the western Psychological Association (58th San Francisco, California, April 19-22, 1978). 21p.

This paper, based on a mental health consultation project in an inner city elementary school, examines the process of consultation in a biracial organization and advances four propositions about the interactions: (1) that there are black-white differences in orientation to the consultant-consultee relationship: (2) that these differences are along the dimension of interpersonal vs. instrumental competence; (3) that these differences have significant implications for the effectiveness of the consultation process itself; and (4) that ethnic differences in orientation to consultation can be generalized to other interpersonal transactions between blacks and whites. Some of the specific problems associated with consultation in biracial situations are discussed, such as mutual stereotyping, mutual mistrust, and problems of interpreting communication and social behavior. "Critical Incidents" are presented to illustrate these problems. Finally, a model of interpersonal orientation-interpersonal competence in mental health consultation is proposed. This model is an effort to conceptualize both the stages and the themes involved in the consultation process.

Giordano, Paul,, "English-Italian Bilingual Education: Tangipahoa Parish Bilingual Program." Paper presented at the Southern Conference on Language Teaching (11th, New Orleans, Louisiana,1975) 4p.

This paper describes the English-Italian bilingual education program of the Tangipahoa Parish School System in Tangipahoa, Louisiana. The program reaches approximately seven hundred students from kindergarten through third grade, and the main objectives of the program are (1) refining the native language for children of non-English speaking backgrounds, (2) establishing a standard of English acceptable to the dominant group of the local community, (3) developing in pupils a mastery of the mechanical skills of listening, reading, speaking and writing for effective communication with clarity of meaning and precision of expression. In concurrence with the elementary school program, the Foreign Language department at Southeastern Louisiana University offers courses in Italian studies to train the classroom teachers involved in the bilingual program, and night courses are offered for adults. It is anticipated that the result of this project will be the establishment of a permanent cultural, ethnic heritage and language studies program in the Tangipahoa Parish schools for students of Italian ancestry and others who may be interested.

Gleadow, N. E., "Year-One Evaluation of French in the Elementary Schools." Research Report 75-17. Vancouver Board of School Trustees (British Columbia). Education Services Group. Aug. 1975, 62p.

During the 1974-1975 school year eight itinerant French teachers traveled among 20 elementary schools teaching oral French to Grade 6 and Grade 7 students. Each teacher was responsible for two or three schools. The course was based on the book Le Francais Partout-Cours Preliminaire (1967) ed.). The study described in this report was initiated to provide a baseline of data for evaluating and monitoring the program in subsequent years and to describe the 1974-75 program and provide information for changes and improvements. The results of this study indicated that there were definite gains in the students' aural skills in French. A Large percentage indicated that they felt the program should continue, and slightly fewer wanted to take another French course in the following year. The itinerant teachers expressed general satisfaction with the program. They all said they would be willing to devote as much time to it in the following years, though the traveling, large class sizes, and carrying materials around with them were disadvantages. The question of whether this course should be taught by resident teachers or itinerant teachers has not been resolved and should be addressed in the next years of this study.

Glickman, L. Jane., "Federal Funds: Preparing for Bilingual Education." American Education, 13, 7, Aug/Sept. 1977, 31-2.

Some 129,000 bilingual teachers are needed to instruct students of limited English speaking ability in elementary and secondary grades. Discusses the impact of the Bilingual Education Act in developing teacher training and describes some notable bilingual training programs for student teachers at a number of universities.

Golub, Lester S., "Evaluation Design and Implementation of A Bilingual Education Program, Grades 1-12. Spanish/English." Paper presented at the Annual Meeting of the American Educational Research Association (61st, New York, New York, April 4-8, 1977). 59p.

The design and outcome of a bilingual education program evaluation emphasizing the instructional and attitudinal variables of the bilingual education program presently in operation is described. The purpose of this program evaluation emphasizing needs assessment is to gather base-line data for continued evaluations in the following years. The instruments and procedures are being refined for a follow up evaluation in the Spring of 1977. Other bilingual education programs can adapt this design to their needs.

Harley, Birgit; Swain, Merrill., "An Analysis of Verb Form and Function in the Speech of French Immersion Pupils. Working Papers on Bilingualism, No. 14." Paper presented at the Conference of the Canadian Society for the Study of Education (Fredericton, New Brunswick, June, 1977). Oct. 1977, 16p.

This pilot study investigates the performance in French of five English-speaking children, who are enrolled in their sixth year of a primary French immersion program in a Toronto elementary school. From speech data obtained in individual interviews, an analysis is made of the students' control of the French verb system. The subjects are found to use verbs with almost as much frequency as native French speakers, but they produce a smaller variety of verb forms. One verb form that they appear in general unable to produce is the conditional. An analysis of how the immersion children endeavor to communicate the hypothetical function, commonly realized by the conditional form in French, reveals that they substitute a variety of formal simplifications, which have the effect of weakening, but not completely eliminating, the notion of the hypothetical.

Harrison, Helene W., "Final Evaluation Report of the San Marcos Consolidated Independent School District's Bilingual Education Program 1974-1975." San Marcos Independent School District, Tex. 1975, 80p.

The program is primarily designed to provide bilingual education for pupils, in grades K-6, with limited English-speaking ability. Due to parental requests, approximately 16 percent monolingual English-speakers have been accepted into the program. Of the 529 children enrolled in the program, 89 percent have Spanish surnames. Objectives for the Mexican American pupils are to: (1) prevent their educational retardation by instructing them in Spanish while developing their command of English: (2) enhance their understanding and cognitive development in both languages: and (3) instill a knowledge of and pride in their bicultural heritage. Objectives for Anglo pupils are to: (1) give them the opportunity to become bilingual and literate in 2 languages and (2) broaden their outlook and enhance their understanding of other peoples. Program components are: development of and revision of curriculum materials for bilingual classes, bilingual instruction in grades K-6, staff development, and parental and community involvement. This 1974-75 evaluation report deals only with the instructional component. Discussed are the results from the: Peabody Picture Vocabulary Test, Boehm Test of Basic Concepts, Comprehensive Test of Basic Skills, Prueba de Lectura (Spanish reading test), Bilingual Educational Program Test in Social Studies and Science (given in the appendix), and Projected Self-Concept Inventory.

Harrison, Helene W., "Final Evaluation Report of the Harlandale Independent School District's Bilingual Education Program, 1974-75." Harlandale Independent School District, San Antonio, Tex., 1975, 82p.

Comprised of Pre-K-6 and LLD (Language Learning Disability) classrooms, the program is designed to provide bilingual education for pupils who have limited English Speaking ability. There are 1,612 pupils from 7 elementary schools and 1 junior high school. Program objectives are to: (1) prevent their educational retardation by instructing them in Spanish while developing their command of English: (2) enhance their understanding and cognitive development in both languages; (3) give them the advantage of becoming literate in both languages ; and (4) instill a knowledge of and pride in their bicultural heritage. Project components are: development of and revision of curriculum materials for bilingual classes, bilingual instruction in grades pre-k-6 and LLD, staff development, and parental and community involvement. However, this report deals with the instructional component. This 1974-75 evaluation report discusses the test results from the Peabody Picture Vocabulary Test, Boehm Test of Basic Concepts, School Readiness Survey, Comprehensive Test of Basic Skills, Prueba de Lectura (Spanish reading test), Bilingual Education Program Test in Social Studies and Science (a copy included in the appendix). Projected Self-Concept inventory, and Wide Range Achievement Test. These tests were administered on a pre and posttest basis: both English and Spanish versions were administered.

Harrison, Helene W., "Final Evaluation Report of the San Marcos Consolidated Independent School District's Bilingual Education Program, 1975-1976." San Marcos Independent School District, Tex. 1976,30p.

Comprised of 27 classrooms from grade levels 1-6, the program was primarily designed to provide bilingual education for pupils with limited English speaking ability. However, due to parental requests, almost 16% monolingual English-speakers were accepted into the program. Of the 717 pupils participating in the program 84.6% were Mexican American. Goals for the Mexican American pupils were to; prevent their educational retardation by instructing them in Spanish while developing their command of English; enhance their understanding and cognitive development in both languages; give them the advantage of becoming literate in both languages; and instill a knowledge of and pride in their bicultural heritage. Goals for the other pupils were to: develop understanding and respect for both cultures; develop oral communication skills in both languages; and develop reading and written communication skills in both languages. This report discusses the test results from the: Psychomotor Skills Learned and Demonstrated Mexican games, songs, and dances; Boehm Test of Basic Concepts; Prueba de Lectura (Spanish Reading Test); Projected Self-Concept Investory; and Comprehensive Test of Basic Skills. Both English and Spanish versions of these tests were administered on a pre- and posttest basis. Comparisons of the achievement test results for grades 1-5 are included.

Harrison, Helene W., "Final Evaluation for "The Forgotten Southside," Harlandale Independent School District's Bilingual Education Program 1975-1976. Harlandale Independent School District, San Antonio, Tex. 1976, 31p.

Comprised of 60 pre-k-6 classrooms, the program was designed to provide bilingual education for pupils who have limited English speaking ability. Program objectives were to: prevent their educational retardation by instructing them in Spanish while developing their command of English: enhance their understanding and cognitive development in both languages; give them the advantage of becoming literate in both languages; and instill a knowledge of and pride in their bicultural heritage. During 1975-76, there were 1,726 pupils from 10 elementary schools and 2 junior high schools enrolled in the program. This evaluation report discusses the test results from the: Peabody Picture Vocabulary Test: Bilingual Syntax Measure; Boehm Test of Basic Concepts; Prueba de Lectura (Spanish Test); Social Studies Units and Packages; Projected Self-Concept Inventory; Psycholotor Skills Learned and Demonstrated--Mexican music, songs, and dances; and comprehensive Test of Basic Skills. Both English and Spanish versions of these tests were administered on a pre - and post-test basis. These tests indicated that continuing bilingual education resulted in higher performance.

Hayashibara, Phyllis J. Kimura., "A Guide to Bilingual Instructional Materials for Speakers of Asian and Pacific Island Languages." Amerasia Journal, 5, 1, Fall, 1978, 101-14.

The lack of bilingual instructional materials is acute for speakers of Asian and Pacific island languages. Mathematics and science materials are virtually nonexistent. Social studies materials must be expanded from their present supplementary forms. Language materials must be revised to provide students a practical, working fluency in the non native language.

"Health Career Education Program. Instructional Television." Laredo Independent School District, Tex. 1975, 276p.

This curriculum guide for teachers and its accompanying bilingual (English-Spanish) Videotaped series for students are part of a program for improving health education for the Laredo (Texas) district elementary school children, grades K-5. Recommended for children for whom English is a second language, the guide and videotaped series infuse career elements within each of eight basic areas of health, and are intended as a weekly television series. Each basic area listed as a unit contains from one to three lessons. Videotape cassettes accompany each lesson. Units and respective unit lesson titles (12) are (Unit I) community Health--"Peppy Pets' Frolic Time": (Unit II) Environmental Health and Safety --"Play It Safe at Home and in the Neighborhood." "Every Litter Bit Hurts: Every Little Bit Helps," and "Safe Way"; (Unit III) Prevention of Communicable Diseases--"At Home, at School, at Play"; (Unit IV) Chronic and Degenerative Diseases--

"Aunti Cavity vs. the Tooth Decay Diablos"; (Unit V) Consumer Health--"Facing the Unexpected" and "Get Well Stay Well"; (Unit VI) Growth and Development--"Growing"; (Unit VII) Family Living--"A Family is for Sharing"; and (Unit VIII) Nutrition--"The Basic Four" and "Get on the Super Snack Train." Each lesson includes behavioral objectives, summary, viewer preparation, bilingual vocabulary, suggested activities, and evaluation. The seven appendixes include a teacher health education guide, career education activities, pre/post series tests information, and a unit lesson evaluation form.

Hennessey, James J., "Bilingual-Bicultural Program at C.S. 77, 1975-76." New York City Board of Education Function No. 20-63412. 1976, 20p.

This report presented the final evaluation of a Bilingual-Bicultural Program in a community school in the Bronx, grades one through six. The project was designed to increase the spoken English language comprehension of elementary school age children who were found to be below the 20th percentile on the Language Assessment Battery. Ten educational assistants worked closely with 168 target youngsters in activities that ranged from individualized instruction, to small group work, to testing, diagnosing, and prescribing interventions. The primary goal of these activities was to bring each participant to a higher level of competence in using and understanding English. The findings of the evaluation were that the major goal was not fully realized, in spite of very well coordinated, highly professional effort on the part of project staff members. Only 47.1 percent (short of the 65 percent goal) of the students participating in the project gained the expected 10 percentile ranks needed to satisfy the project objectives. The project was recommended for continuation, however, with some modifications.

Hernandez, Leodoro; Carlquist-Hernandez, Karen., "Humanistic Counseling of Bilingual Students: A Continuous Process K - 12." 1976, 30p.

Field independence, traditions and assertiveness of counselors and Latino students are explored to help counselors function more effectively with Latino students. Latino students can be taught to be bicognitive, biaffective, and assertive. A model is offerred to assist counselors in this effort. Six examples of counseling methods, using teacher-counselor teams, are presented and analyzed. Suggestions are offered for strong, innovative counseling teams to serve students.

Heuristics, Inc., Dedham, Mass., "Evaluation of the Chelsea Title VII Bilingual Program, 1973-1974." Feb. 1974, 107p.

This report presents the evaluation of the Chelsea Bilingual-Bicultural Program for the 1973-1974 academic year, a project funded by Title VII of the 1965 Elementary Secondary Education Act, as amended, and also by the city. Program staff included the following: program director, materials specialist, community worker. English as a Second Language specialist,six bilingual teachers responsible for instruction in both languages (English and Spanish) in all academic areas in grades 1-3, six teacher aides, and a secretary. The program operated at the first through third grade levels in two schools. There were three program

classes in each school, one at each grade level. Classes were generally divided into two main groups according to language dominance and these groups were subdivided into smaller groups according to ability levels. With a teacher and an aide in each class, small group and individualized teaching techniques were the most frequently used instructional approaches. Class sizes ranged from a low of 17 to a high of 24 students. This report presents the summative assessment. The report first presents the evaluation procedures for program assessment. This is followed by a description of the program and a discussion of the instructional and management components.

Heyneman, Stephen P., "A Brief Note on the Relationship between Socio-economic Status and Test Performance among Ugandan Primary School Children." Comparative Education Review, 20, 1, Feb. 1976, 42-47.

Children of priviledged backgrounds tend to go further in school, in industrialized as well as nonindustrialized societies. From a survey of randomly chosen primary schools in 5 districts & all 3 of Uganda's Ur areas, the backgrounds of over 3,000 children were measured & compared with their actual performance on the Primary Leaving Examination (PLE), the secondary school selection test. Contrary to what would pertain to industrialized contests, no relationships were found between any of 5 SES measures, & summary PLE performance, or performance on the math & general knowledge subsections. Small correlations were found with the English language subsection, but it was smaller than the correlation between a child's background & his performance on a nonverbal intelligence test. The reasons for differential educational attainment in this nonindustrialized context would more likely be found in the relative inability of the lesser privileged to live near a primary school or to pay school fees, than in their capacity to perform as well on the standardized tests used for selection.

Hill, Susan T.; Waggoner, Dorothy., "Children From Non-English Language Backgrounds." Children Today, 6, 3, May-June 1977, 24-25.

Results of the 1975 National Center for Educational Statistics' survey of children from non-English language backgrounds.

Hoffman, Gerald., "Bilingual Education: A Cognitive Approach to Learning." CUNYForum, No. 3. Paper presented at the Annual Queens College Conference on Bilingualism and Second Language Learning, (2nd, Nov. 10, 1976). 1977, 16p.

The goals of bilingual education and its relationship to education are examined, and a model for bilingual education is proposed. A definition of bilingual education is emerging that permits the child to choose the mode of communication with which he is most comfortable. Cognitive psychology and its emphasis upon the child's active interactions with his environment is a strong argument for supporting mother-tongue instruction. Bilingual education designed as an integrated curriculum that is child-centered rather than teacher-centered is advocated. This model is designed to maximize cognitive growth and encourage symbolic activities through interpersonal interactions.

All children are encouraged to manipulate their environment and explore their developing conceptualizations. The language that the child knows best is the medium for exploring and working through ideas. The learning of English is most effectively accomplished when children have an opportunity to use it in functional contexts with English-speaking peers. Integrating the curriculum will permit students to become familiar with the interrelationship between the parts of the curriculum and will prepare them to use all forms of language so that they can bring ideas and facts together without letting it interfere with the comprehension of concepts. This means that they will develop a communicative competence along with a cognitive competence.

Hollinshead, Merrill T., "Bilingual Instruction in Reading and Mathematics of Pregnant Non-English Speaking Students." New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation. June 1975, 23p.

This is an evaluation report of a New York City school district educational project funded under Title I of the Elementary and Secondary Education Act of 1965. The program was designed to provide bilingual instruction to pregnant school-age girls who were two or more years below grade level in reading and mathematics. It was also designed for students who were deficient in their ability to speak and understand English. Approximately 40 Spanish-speaking students, aged 13 to 19, were enrolled in the program; however, due to poor attendance and a high rate of attrition, there were only 20 students on register at any particular time. A bilingual teacher and an educational assistant conducted the program of individualized instruction under the supervision of the school principal. Achievement data are presented for reading and mathematics. A historical regression analysis was used to compare actual posttest scores with anticipated posttest scores. Although this method of data analysis did not reveal statistically significant gains in reading and mathematics, it did show that students gained over one month in both reading and mathematics for each month of the treatment period. Students made statistically significant gains in Spanish vocabulary and comprehension. The program objectives were met for those students who participated in the program.

Huang, Joe, Ed.; Wong, Sharon Quan, Ed., "Chinese Americans: Realities and Myths Anthology." Secondary Curriculum Kit. Association of Chinese Teachers, San Francisco, Calif. 1977. 99p.

This resource anthology consists of reprinted articles and documents dealing with the Chinese American experience. It is intended for use in secondary school classrooms and is divided into three sections: history, community, and stereotypes. The history of the Chinese in the U.S. is detailed in works describing immigration policies and labor laws, in autobiographical accounts, and in articles on living conditions and social problems among Chinese Americans since the mid-1800's. In the section on community concerns, problems and issues

facing the Chinese American community are addressed in articles published within the past decade. Among the issues discussed are Chinese ghetto communities, educational concerns such as bilingualism, and how racial discrimination against Chinese is related to discrimination against other groups. Finally, stereotypes historically and currently attributed to Chinese Americans are examined. These include stereotypes formed from political, racial and linguistic characteristics. Stereotypes of Asian women are also discussed.

Inniss, James., "Counseling the Culturally Disrupted Child." Elementary School Guidance and Counseling, 11, 3, Feb. 1977, 229-235.

Problems of Puerto Rican children or those of any migrant group adjusting to mainland schools are sometimes manifested in baffling ways, such as being "voluntarily silent." These cases demonstrate the good that can come from continued teacher/counselor collaboration in managing and correcting a social behavior without extraordinary psychological intervention.

Jacobson, Rodolfo., "Beyond ESL: The Teaching of Content Other than Language Arts in Bilingual Education." Paper presented at World Congress of Sociology (9th, Uppsala, Sweden, August 14-18, 1978) Aug. 1978, 10p.

A method in bilingual education by which subjects can be taught in two languages, known as "the Concurrent Approach," is the school curriculum defined and discussed here. After a brief overview of the professional literature, the rationale for the implementation of this approach is offered on the basis of four criteria: (1) mental processes, (2) community patterns, (3) adaptation to these patterns to satisfy pedagogical objectives and (4) sociolinguistic reinterpretation of the roles of teacher and class. The central argument focuses on the "General Theme" and the "System of Cues." The theme emphasizes the equal prestige of both codes, and the cues stress the four fundamental notions of interpersonal relationships, language development, curriculum and classroom strategies. The implementation of the approach is then summarized and a bilingual workshop described where teachers have been trained in concurrent teaching techniques. It is concluded that, except for the teaching of language arts, bilingual children should be taught concurrently in their two languages: bilingual teachers should therefore, acquire expertise in the set of strategies that incorporates sociolinguistic sensitivity, identification of socio-pedagogical cues, and conscious manipulation of switching practices.

James, C. V., Ed., "The Older Mother Tongues of the United Kingdom." Centre for Information on Language Teaching, London, England. 1978, 60p.

This report describes bilingual education programs in England that promote the Welsh and Gaelic languages. The section on Welsh includes discussions of: the history of the Welsh language, the Welsh books scheme to promote the availability of published materials in Welsh, the activities of the national language unit of Wales, external examinations, proposals toward a national language policy on Welsh education, Welsh schools, and schools council committee for Wales. Also covered are higher education, teacher training, Welsh in the community, Welsh communities abroad, references and sources, select bibliography, and a list of organizations that promote the Welsh language. The section on Scottish Gaelic includes historical notes, Gaelic in the Community, Gaelic in schools, external examinations, higher and further education, teacher training, teaching materials, select bibliography, and a list of organizations concerned with promoting the Scottish Gaelic language. A brief chapter on the Irish language is also presented. Various tabular and pictorial material statistically present the percentages of Welsh/English and Gaelic/English bilingualism.

Johannesson, Ingvar., "Aim and Goals for Bilingual-Bicultural Education: Short-Term and Long-Term Aspects." Lund Univ. (Sweden). Dept. of Education, 1975, 14p.

Due to increasing numbers of immigrants since 1960, especially Finnish children, Sweden began to establish instructional objectives and policies for immigrant children. Stated aims clearly stress that the primary aim in the teaching of immigrant children in Swedish schools is to promote bilingualism. While the short-term aim is to produce functional bilingualism (equal ability to speak and read both languages), the long-term aim is to equalize the learning opportunities for these children in the regular school system. V. P. John and V. M. Herner (1971) propose four models of bilingual education: informal, supplementary, transition, and two-way. The Swedish model is a transition model which uses the native language as a bridge to the national language. The mother tongue (Finnish) is developed to a relatively high degree during pre-school years and the first two years in the compulsory school: Swedish is given subordinate importance until grade 3 when training in the national language is necessary. The objective is to reach functional bilingualism by the end of grade 3. Development in the native language after age 10 is highly dependent upon the individual child and parental support.

Juarez, John R., "Subordinate and Superordinate Science Process Skills: An Experiment in Science Instruction Using the English and Spanish Language with Fifth Grade Children in Bilingual Schools." Ph.D. Dissertation, University of Washington. Pages 124, 130, 133 and 145 in the appendices are copyrighted and therefore not available. 1975, 183p.

The purposes of this study were to determine if single language instruction was more efficacious than bilingual instruction in a science context and to investigate the transfer of learning science content and process skills from one language to another. Fifth-grade children from four schools in New Mexico who had had bilingual education for at least four years were randomly assigned to one of four treatment groups, and were instructed in subordinate and superordinate units of science. Three dependent measures were administered. Two measures sampled student performance in science activities: one was administered after initial science instruction, the other at the completion of the study. Measures were also administered for student language preference and attitude toward science instruction. The major finding of the study was that there were no significant differences between treatment groups receiving instruction bilingually and those having single language instruction. The students receiving total instruction in English did no better on the dependent measures than those students receiving total instruction in Spanish, and students receiving instruction in both Spanish and English performed just as well as those instructed in a single language. The students showed a statistical preference for a bilingual environment as opposed to a monolingual environment.

Kalmar, Rosalyn Rudolph., "The Culver City Schools' Spanish Immersion Program: Low Cost - High Yield." CATESOL Occasional Papers, No. 2. California Association of Teachers of English to Speakers of Other Languages. 1975, 5p.

The Culver City (Calif.) Schools' Spanish Immersion Program (SIP) offers an innovative and highly successful approach to the development of proficiency in a foreign language in the elementary grades. This approach differs from most bilingual programs in that for the first two years the students are completely immersed in Spanish. When the students reach second grade, an hour a day of English instruction is added to the program. Additional instruction in English is added each year until, by sixth grade, instruction time in the two languages will be approximately equal. Begun in 1971, the program is aimed primarily at the native English-speaking child, although a few Spanish-speaking children are also involved. The program has been inexpensive to operate because no extra staff has been required. The regular elementary program is taught by teachers who are themselves bilingual. They just happen to be teaching in Spanish, enabling the students to absorb the language in a way that is natural, almost casual. Test scores indicate that students also do as well as or better than the students in the regular English-speaking classrooms in their mastery of basic skills.

Karmun, Mamie., "Ipnatchiami"(Stories About Deering). Alaska Univ., Anchorage. National Bilingual Materials Development Center. Dec. 1977, 64p.

Intended for use in a bilingual education program, this document is printed in both Inupiat and English. It is a collection of 32 very short tales about life in Deering, Alaska, and was developed and prepared by Marie Karmun, an Inupiat language teacher. It is printed in large type, written in simple words, and illustrated. Most of the stories are presented from a child's point of view. Two of the stories tell of a landing field that was built near the village and of an airplane whose parts first came by ship and then were assembled. Other stories describe artifacts and fossils found in the area. The children also tell of making noise outside of a newlywed couple's home with the hope they will be given candy so they'll go away. Some of the tales are concerned with the mining history of the area and mention the abandoned town of Candle, an old dredge, and a gold mine that is worked each summer. Other tales deal with roadbuilding, diamond baseball, the supply boat, the railroad, the school, and an old superstition about the devil's light on the mountain.

Kirkness, Verna J., "Manitoba Native Bilingual Program: A Handbook." Department of Indian Affairs and Northern Development, Ottawa (Ontario). 1976, 30p.

Aims, design, curriculum materials, and evaluation results of a bilingual education pilot project which began in 1971 in several Manitoba schools are presented in this handbook. Designed to instruct native children in their own language, the project was begun to combat high failure and dropout rates among native children being taught wholly in English. The handbook outlines the language shift pattern used during the five-year period from kindergarten one to grade three, beginning with total instruction in the native language and ending with all instruction in English except for a time space allotted for teaching of the native language as a second language. Brief descriptions of the approach used for each year are given, along with a listing of curriculum materials developed to meet the needs of native children as they relate to language and cultural heritage and those commercially developed materials which were also used. Results of an evaluation made during the fourth year of the pilot project are given, showing that attitudinal and self-concept scores were higher for pilot schools and that instructing English as a Second Language is as effective as a total English immersion program. The handbook contains a list of the Manitoba pilot schools and of other information available about the bilingual program.

Kivalina Reader., Alaska State-Operated Schools, Anchorage. 1975, 93p.

This elementary reader is written in both English and Inupiat. To avoid interference in reading, it is designed so that the Inupiat text is never directly opposite the English equivalent. The reader describes in the form of a story about a little boy, the life of Alaska natives near Kivalina. The text is illustrated with black- and white drawings.

Klein, Stephen P., "A Progress Evaluation of Four Bilingual Children's Television Shows." Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975). April 1975, 18p.

An evaluation of a bilingual education TV series was conducted involving 6-year-old English speaking, Spanish speaking, and bilingual children at four sites. Children were assigned to control and experimental groups with the latter group seeing four 30 minute shows. A pretest-posttest design was employed with the pretest serving as the covariate in the analyses of the data. Results indicated statistically but not educationally significant effects of the shows for certain objectives. The implications of these findings and the factors that may have influenced them are discussed.

Knight, George P.; Kagan, Spencer., "Development of Prosocial and Competitive Behaviors in Anglo-American and Mexican-American Children." Child Development, 48, 4, Dec. 1977, 1385-94.

A novel behavioral choice card designed to distinguish 4 social behaviors (altruism/group enhancement, equality, superiority, and rivalry/superiority) was administered to 5- to 6- and 7- to 9- year-old children from 3 populations: upper-middle-SES Anglo-American; lower SES Anglo-American; and lower-SES Mexican-American.

"Kolehlon Mandikike Project." Guam Dept. of Education, Agana. 1972, 17p.

This manual describes the Kolehlon Mandikike English-Chamorro bilingual/bicultural education project in Guam. Begun in 1970, the project is located at Price Elementary School in Mangilao and Torres Elementary School in Santa Rita. A general overview of the project is presented here, along with a discussion of training for staff members, materials development, and parent involvement. The test is in English and Chamorro.

Koyuk Reader., Alaska State-Operated Schools, Anchorage, 1974, 99p.

This elementary language text, designed for children in a bilingual Koyuk-English program, contains one story about the daily life of a family in Koyuk, Alaska. The material is presented in alternating pages of Koyuk and the English translation, with many illustrations depicting events in the story.

Kunkle, John F., Ed. "Bilingual Education and FLES: Keeping the Child in Focus." A Report by the 1974 FLES and Bilingual Education Section of the American Association of Teachers of French. Dec. 1975, 78p.

This report presents eight articles dealing with several aspects of foreign languages in the elementary schools (FLES) and bilingual education. "Why? What? How? by M. Woodruff presents a view of the present situation of and future potential for FLES in the U.S. In "Reaction to: Why? What? How?" R. Brooks raises questions regarding FLES's needs and the influence of professional organizations in this area. "Prescription for FLES: Positive Action" by V. Gramer makes a case for action by FLES teachers to develop positive attitudes toward and high standards for FLES. "Three Myths that Almost Killed FLES" by P. P. Parent discusses FLES viewed in the context of the child's whole education. "FLES Can Be. . . ." by G. C. Lipton advocates a flexible approach to defining FLES programs, "FLES Supports Bilingual Education and Vice Versa in the Louisiana Experiment" by H. B. Dyess presents a history of FLES in Louisiana and its cooperation with bilingual education. "Community and Parent involvement in Bilingual Education for the Disadvantaged" by C. Prudhomme discusses the needs and involvement of parents of disadvantaged children in bilingual education. "A Bilingual Program Grows Up" by J. McSpadden describes in allegory the 5-year growth of the Lafayette Parish Bilingual Program in Louisiana. A list of past chairmen of the National FLES Committee of the AATF completes the volume.

Kwok, Irene., Chinese Cultural Resource Book (For Elementary Bilingual Teachers). San Francisco Unified School District, Calif. 1974, 330p.

This publication was prepared using funds provided by 1965 Elementary Secondary Education Act Title VII to the Chinese Bilingual Pilot Program. Teachers instructing in bilingual programs or in multicultural programs know the difficulty of introducing Chinese traditions to children without any resource guides or educational materials. This resource book is intended to provide some reading references to assist the teachers in these fields. The materials in this book are based mostly on personal experiences and research. Although these customs were experienced when the author was a child living in Hong Kong and Canton, they are still practiced in the Chinese-American communities today. The materials in this resource book are intended for teachers in the Chinese Bilingual Bicultural Programs. There are six sections: stories, poems, songs, games, art projects, and recipes. Each section is related to the five major Chinese festivals--Moon Festival, Winter Festival, Chinese New Year. Ching Ming, and Dragon Boat Festival. Some materials are also related to seasonal, transportation, and family topics. The story section includes Chinese legends, myths, and folktales.

Leaf, Jeanette., "Tutoring: Walk and Talk Program, 1975-1976 Academic Year." New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation. 1976, 33p.

This report evaluated the seventh year of an after school tutorial program designed to provide extra instruction to students who were recent immigrants to New York City or who came from bilingual homes. The primary objective of the program was the improvement of the students' basic skills, namely reading, communications, and mathematics. One hundred seventy-six students from grades one to six were enrolled in the program. The majority of the students came from Chinese or Spanish speaking homes. Students were selected for participation in the program on the basis of teacher-counselor recommendation and academic need. Students were divided into five bilingual and basic skills groups and received intensive and individualized instruction six to ten hours weekly from teachers, educational assistants and high school students who served as tutors. The Stanford Achievement Tests were administered to every student on a pre and post test basis. Questionnaires were administered to all participants in the program. Statistical analyses illustrated significant differences between the pre and post-test results in reading, mathematics, and communications skills. The report concluded that in every instance, the grade equivalent increase was equal to or in excess of the six-month duration of the program being evaluated. The appendix contains the questionnaires which were developed and administered by the program coordinator to the students, educational assistants, and teachers.

Levenson, Dorothy., "Many Languages are Spoken Here." Teacher, 93, 2, Oct. 1975, 68-70.

Whether you have one or forty students who are not fluent in English, there are ways you can help them learn.

Ligon, Glynn; And Others., "ESAA Bilingual/Bicultural Project Executive Summary 1973-74 Evaluation Report." Austin Independent School District, Tex. Office of Research and Evaluation. July 1974, 31p.

Austin's Bilingual/Bicultural Project was designed to establish a comprehensive program of bilingual education in Spanish and English in schools with the highest concentration of Spanish dominant Mexican American students. The four participating elementary schools had already completed three years of a modest, locally sponsored bilingual project begun in 1970; in 1973 the Bilingual/Bicultural Project expanded activity at the elementary level and began an entirely new secondary program at two junior and two senior high schools. Some of the outcomes and observations at the year's end included: increased English communication skills at all levels; increased Spanish communication skills at elementary and secondary levels: uneven input of materials, staff training, and parent participation, with delivery of instructional materials and equipment delayed; except for a few classrooms, little successful incorporation of the background and culture

of students into regular classroom activities. Evaluation staff summarized the data as related to "system level" or "program level" questions that should be addressed by district officials. System level recommendations were to continue the program at its present level and to include cultural studies in the curriculum for all grade levels. Program level recommendations were to continue team teaching between bilingual and monolingual teachers, and to include specific teacher training in classroom management and the use of methods and materials.

Luft, Max; And Others., "Development of a Test Instrument to Determine Language Dominance of Primary Students: Test of Language Dominance." Paper presented at the Annual Meeting of the American Educational Research Association (61st, New York, New York, April 4-8, 1977). March 1977, 12p.

The objective of this study was to develop a highly reliable instrument for primary grade students which was relatively culture free and could accurately identify each child's dominant language. In addition, it should provide normative data regarding the child's fluency in his most predominant languages. This test, known as the Test of Language Dominance, was simultaneously developed in English, Navajo, Spanish, Yupik and Zuni. Items which did not indicate satisfactory statistical rigor during the pilot test phase were removed or modified. The test is divided into Part I (receptive verbal ability) and Part II (expressive verbal ability). Part I, which features progressive item difficulty, is group-administered to children who respond by marking one picture out of the four which the administrator describes. Part II is individually administered with each student naming as many things as he can in a given domain in one minute. The test must be administered by a person fluent in both of the languages being assessed. Standardized directions are provided: and scoring is objective and extremely simple. In pilot testing, run with over 1000 students, test reliability was .75 in English and .94 in other languages. The validated version of the TOLD has now been translated into 15 additional languages.

Marjama, Pat., "Success in a Bilingual First Grade." Hispania, 58, 2, May 1975, 330-332.

A successful bilingual English/Spanish program for Puerto Rican elementary school children in Rochester, New York, is described. The program placed particular emphasis on reading instruction.

Martin, David S., "Ethnocentrism Toward Foreign Culture in Elementary Social Studies." Elementary School Journal, 75, 6, March 1975, 380-388.

Reports an analysis of the strength of several independent variables (sex, intelligence, dogmatism, socioeconomic status) as predictors of expressed negative reaction toward pre-Western Eskimo culture by fifth grade children.

Matluck, Joseph H.; Mace-Matluck, Betty., "The MAT-SEA-CAL Instruments for Assessing Language Proficiency." Paper presented at the Annual Meeting of the American Educational Research Association (60th, San Francisco, California, April 19-23, 1976). 15p.

The Multilingual Test Development Project, recently completed in Seattle, Washington, has yielded a series of comparable oral proficiency tests in six languages designed for use with elementary school children K-6. Extensive Field-testing of the English, Spanish, Cantonese, Mandarin, Tagalog, and Ilokano tests was conducted with a research sample of several thousand students, both in the metropolitan area of Seattle and in several of the large migrant centers of eastern Washington and Southern Idaho. This paper describes the project, reports on the preliminary findings, and focuses on the problems encountered and the solutions devised in attempting oral language assessment in a multilingual community. Both the findings and the research design will have implications for educational planning and program development by school districts throughout the country and for further research.

Maxwell, Liz., "Achieving Multilingual Education in a Multicultural School: A Teacher Corps Model." Paper based on a presentation at the Annual International Bilingual/Bicultural Education Conference (7th, San Juan, Puerto Rico, April 24-28, 1978). Jan. 1979, 10p.

Presented in this document is an overview of a teacher corps project undertaken by the Arlington, Virginia Public Schools and Trinity College, Washington, D.C., to develop a training complex in bilingual/multicultural education at Francis Scott Key Elementary School. The project is described as being an attempt to meet the needs of teachers students, and a community with a large part of the population severely limited in English. Aspects of the project outlined include parent involvement, the training of bilingual interns, inservice instruction for Key teachers, language classes in Spanish, Korean and Vietnamese for students, and specific activities which paved the way for changes in the school.

McClure, Erica., "The Acquisition of Communicative Competence in a Bicultural Setting." 1978, 387p.

This research study focuses on two interrelated aspects of the development of bilingualism, the development of awareness of two separate systems and the occurence of interference phenomena. The research was conducted in a small town in East Central Illinois. The sample for the study included all the Mexican-American children enrolled in kindergarten through the fourth grade and three preschool children. The primary sources of data were tape recordings of natural discourse. The study is divided into the following chapters: (1) Introduction; (2) Deviations from Standard English and Spanish; (3) An Evaluation of the Spanish and English Deviations from Standard Language Norms; (4) The Acquisition and Use of Spanish and English Color Terms; (5) Special Functions of Code-Switching; (6) Stylistic Code-Switching in

Narratives; (7) Bilingual Strategies of Communication; (8) Intra-Sentential Code Switching; (9) Language of the Sentence; (10) Ellipsis in Bilingual Discourse; (11) Developmental Trends in the Syntax of Code-Switching; and (12) Conclusion. An appendix provides demographic information on the population studied and references.

Mensoff, Olga., "Akutanax (Akutan)." Alaska Univ., Anchorage. National Bilingual Materials Development Center. Oct. 1977, 70p.

Villagers on the Aleutian island of Akutan must share their island with a volcano, an active, smoking one that soils clothes hanging on the clothesline and in winter blackens the snow. Winters are particularly hard on the island. Strong winds blow and as ice clogs the creek the town's electric supply is cut off in February and March. Akutan is a long village, located near a bay, and it contains 20 houses, a small village store, and a 12-student school. Twice a year a priest comes to Akutan's church. In the summer a crab processing ship comes and everyone from the village works on the ship for the three months of its stay. Akutan has no airport, but at least once a week a sea plane brings mail and freight; a mail boat also sails from Kodiak. There are no telephones on Akutan: outside communication is by radio. Hunting on the island is limited to birds: ducks, geese, and ptarmigan. At one time there were many fish around Akutan, but now very few remain. This scenario of life on Akutan is printed in both Eastern Aleut and English and is intended for use in bilingual instruction. It is printed in large type, illustrated, and written in simple words. The twenty short happenings are related by a lifelong resident of the village. They include descriptions of physical features of the area as well as aspects of the life style of its inhabitants.

"Milwaukee Bilingual/Bicultural Education Program 1974-1975." Milwaukee Public Schools, Wis. Dept. of Educational Research and Program Assessment. 1975, 35p.

This report covers the 1974-1975 extension of the Elementary and Secondary Education Act (ESEA) Title VII Milwaukee Bilingual Education Program which began as a five-year project in September 1969. The program was initiated to develop a bilingual curriculum for schools with Spanish-American populations. Federal legislation, which supports the Milwaukee program, was designed to meet the special needs of children who have limited English proficiency and who come from environments where the dominant language is other than English. In order for Spanish-background children to become more broadly-educated adults, they must be afforded educational opportunities at least equal to those available to other children. Bilingual education was and is considered to be a basic and essential framework to provide these opportunities. The total bilingual program had three main components. They were an elementary program, a secondary school program, and inservice training for staff. This report describes each of these programs along with the specific objectives and the findings on which the evaluation was based.

"Minority Self-Identification Through Texts: A Study of Publication Progress." J. of Human Relations 1968 16(3); 356-367.

Reports the findings of two separate studies conducted in 1960 and 1966 "of selected textbook publishers for the purpose of ascertaining if there has been a distinct degree of change in the editorial, artistic, and over-all publishing views and practices regarding the use of multiracial pictures in elementary school textbooks." In 1960 "not one of the eleven firms who answered the inquiry included, in their publications, pictures of Negroes or Puerto Ricans with whites even when it might have been germane to the printed text." In 1966 "that thirteen, or 50 percent, of the twenty-six firms polled were attempting to show and portray a true picture of life in America in their printed texts and in their illustrations was significant and positively a sign of change." Based on a questionnaire mailed to textbooks publishers.

Moore, Fernie Baca; Parr, Gerald D., "Models of Bilingual Education: Comparisons of Effectiveness." Elementary School Journal, v79 n2 Nov. 1978, 93-97.

Measures and compares the effectiveness of four programs in one school district: a maintenance bilingual program, a transitional bilingual program, a minimal bilingual program, and a nonbilingual program.

Morton, Lois., Learning English as a Second Language, Workbook-Fourth Level. June 1974 123p.

The workbook for the fourth level of the "Learning English as a Second Language" series follows the basic principle employed in the first three levels of the series: in learning a second language there must be emphasis on hearing, imitation, and practice, then on reading and writing. The workbook, entirely in English, is written for children in the elementary grades and intended for classroom use. New structures and vocabulary are introduced in a controlled sequence. By the time the student has reached Level IV, he or she should be ready to read most of the material contained in this book. If the student is competent orally but has not yet mastered equal reading skills, the material is adaptable to orally based instruction, through which the student can gradually improve his reading. The illustrated volume contains dialogues, activities, stories, and drill. Instructions and suggestions for the teacher are included.

"Mountain View School District Title III Class Profile, Level K." Mountain View School District, Calif. 1977, 78p.

Sample class profile record sheets, student profile record sheets, and diagnostic and mastery tests are included for level K of the Mountain View School District Bilingual Diagnostic-Prescriptive Mathematics Program.

"Mountain View School District Math Taxonomy, Title III." Mountain View School District, Calif. 1977, 29p.

A taxonomy of mathematical topics is given for the Mountain View School District Bilingual Diagnostic-Prescriptive Mathematics Program. The program consists of level K and levels 8 through 1, with level K being the least mathematically mature level and level 1 the most mature. The taxonomy includes concepts and activities involved within each level.

"Mountain View School District Title III Class Profile, Level 3." Mountain View School District, Calif. 1977, 67p.

Sample class profile record sheets, student profile record sheets, and diagnostic and mastery test are included for level 3 of the Mountain View School District Bilingual Diagnostic-Prescriptive Mathematics Program.

"Mountain View School District Title III Class Profile, Level 4." Mountain View School District, Calif. 1977, 64p.

Sample class profile record sheets, student profile record sheets, and diagnostic and mastery tests are included for level 4 of the Mountair View School District Bilingual Diagnostic-Prescriptive Mathematics Program.

"Mountain View School District Title III Class Profile. Level 5. Mountain View School District, Calif. 1977, 67p.

Sample class profile record sheets, student profile record sheets, and diagnostic and mastery tests are included for level 5 of the Mountain View School District Bilingual Diagnostic-Prescriptive Mathematics Program.

"Mountain View School District Title III Class Profile, Level 6." Mountain View School District, Calif. 1977, 69p.

Sample class profile record sheets and diagnostic and mastery test are included for level 6 of the Mountain View School District Bilingual Diagnostic-Prescriptive Mathematics Program.

"Mountain View School District Title III Class Profile, Level 7." Mountain View School District, Calif. 1977, 58p.

Sample class profile record sheets, student profile record sheets, and diagnostic and mastery tests are included for level 7 of the Mountain View School District Bilingual Diagnostic-Prescriptive Mathematics Program.

"Mountain View School District Title III Class Profile, Level 8." Mountain View School District, Calif. 1977, 49p.

Sample class profile record sheets, student profile record sheets, and diagnostic and mastery tests are included for level 8 of the Mountain View School District Bilingual Diagnostic-Prescriptive Mathematics Program.

Muller, Mary C., "Itinerant Bilingual Services Program for Title I Eligible CRMD Children: January-June 1975." New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation. 1975, 26p.

The primary objective of this Elementary Secondary Education Act Title I program for mentally retarded children was to improve the ability of the 450 participants to communicate effectively in either English and Spanish or in both languages. The second objective was to improve the reading and mathematics scores of these bilingual mentally retarded students. The program was implemented in 96 classes at 27 schools in Manhattan, Brooklyn and the Bronx. Four hundred forty-two students ranging in age from seven years eight months to eighteen years two months were chosen to participate. The program became operative in February 1975. Observations, interviews with participating teachers and data from a survey questionnaire indicated that by using a bilingual approach the students were able to improve communication skills, develop better student/teacher rapport and through individualization, improve work/study skills. Though test data are inadequate to indicate that objectives were met, it would appear that this program served such an important need that its services should be incorporated into the overall future planning for the mentally retarded. The short duration of the program, the staffing difficulties, inadequate facilities and administrative constraints all contributed to procedural drawbacks.

Multi Ethnic Handbook, Volume 1, Later Elementary and Middle School. Lesson Plans for Teaching Concepts Dealing with Racism. Contributions of Blacks, Latinos, Native Americans. Michigan Education Association, East Lansing, Div. of Minority Affairs. 1973, 102p.

This volume contains lesson plans for grades 4 through 8 on the contributions of Blacks, Latinos, and First Americans and on prejudice and racism. The lesson plans are presented within the framework of main ideas, activities for the ideas, and resources for the activities. The section on racism includes definitions and examples of racism. The section on Blacks, First Americans and Latinos are developed in a chronological manner. The Black section deals with the Pre-Columbian Period, Exploration and Colonization, Developing Another Nation, and Struggle for Identity and Equality. First American topics are Pre-Columbian, Columbian Period, Developing Another Nation 1775, Western Imperialization, and Struggle for Identity and Equality. The Latino materials include General Background Information, Mexican Indian Cultures of the Pre-Columbian Period. It is suggested that the handbook be used as a reference upon which the teacher can build.

Mydill, Leone; Kolton, Marcie., "Port of Entry: A Model Learning Center for Bilingual and Non-English-Speaking Students." instructor, 87, 8, March 1978, 90-1.

Describes a model learning center established in a suburban school district near Chicago for bilingual and non-English speaking school students in grades 1-8.

My Family., Alaska State-Operated Schools, Anchorage. 1974, 35p.

This elementary reader is designed for use in a bilingual Inupiat-English program in Buckland and Deering, Alaska. It is the story of a small boy named Paul and his family. The Inupiat text and its English equivalent are never in opposition. The Inupiat text is presented on a picture page, with the English on the back. The illustrations, by J. Leslie Hanson, are in color.

Nachbar, Cornelia, Ed.; Timpte, Robert, Ed., "Human Relations Guide I: Inter and Intracultural Education. K-12." Curriculum Guide No. 39. Minnesota State Dept. of Education, St. Paul. Div. of Instruction. 1974, 153p.

This guide is intended to assist the educational system with curriculum in the area of racial minorities. It was developed by the Minnesota State Department of Education and provides guidelines for developing a K-12 curriculum in intercultural and intracultural education with attention to four designated minority groups in the state; American Indians; Black Americans; Mexican Americans; and Asian Americans. Thirteen goals for human relations are outlined along with a brief explanation of them. Student objectives and instructional activities are outlined for each goal. Under each goal are objectives and activities for primary, intermediate, junior high, and senior high school age groups. This is followed by a brief history of the four ethnic target groups in the state. Lengthy appendices discuss the legislative record on Civil Rights in Minnesota, demographic data on minority groups in the state, other Minnesota human relations curriculum guides, periodicals, books, and articles relating to intracultural education, and organizations representing various minority groups. An appraisal of national social studies projects as they relate to human relations education and a task force report on racism are also included.

Noorvik Reader., Alaska State-Operated Schools, Anchorage, 1974, 97p.

This elementary reader is written in both English and Inupiat. To avoid interference in reading, it is designed so that the Inupiat text is never directly opposite the English equivalent. The reader contains a number of brief stories or essays about life in Noorvik, Alaska, and is illustrated with black-and-white drawings.

Nunaput Negeqlirmi (Our Village of St. Mary's). Alaska State Dept. of Education, Juneau.; Alaska Univ., Anchorage. National Bilingual Materials Development Center. Sept. 1978, 102p.: Yup'ik Translator was Andrew Paukan.

Yup'ik Eskimo children from the fifth and sixth grades of St. Mary's Public School, St. Mary's, Alaska, wrote this collection of 28 short stories. The 55 page book is printed in both Yup'ik and English. It features large type and illustrations drawn by the children and is intended for use in a bilingual education program. Some of the stories deal with hunting moose and seal, others with fish camps and

drift fishing. Children also describe their favorite forms of recreation, including ski-doo riding, steam baths, sledding, swimming, basketball, ice skating, skiing, and the lap game. Two of the tales tell of the freezing of the river, the Spring ice break-up, and the annual Spring floods. The children also describe physical features of their village, including the school, the town water supply, the supply barge, a cannery, and the mission airstrip.

Offenberg, Robert M.; Rodriguez-Acosta, Carlos., Title VII Bilingual Project "Let's Be Amigos": Evaluation of the Sixth Year, 1974-1975. Philadelphia School District, Pa. Jan. 1976, 70p.

The Let's Be Amigos bilingual education program served over 2,000 students in 12 schools in Philadelphia. Model A provided bilingual education to English - and Spanish- dominant pupils in prekindergarten through Grade 6. Model B provided bilingual instruction to Spanish-dominant pupils in kindergarten through Grade 5. The ARRIBA component provided bilingual instruction to Spanish-dominant immigrant pupils in Grades 4 through 12. The program was generally well managed. It received support from principals of schools in which it was conducted. The program was effective in enhancing reading and language arts competencies of Spanish-dominant pupils. Longitudinal analysis of the reading performance in English of Spanish-dominant elementary school pupils showed that there was more growth in this skill than was observed with previously used evaluation techniques. Testing of high school ARRIBA pupils' reading performance in Spanish showed that it was poor, probably because many had several years of all-English instruction prior to participating in Let's Be Amigos. The high school ARRIBA component clearly enhanced the probability that tenth-grade Hispanic pupils would graduate from high school three years later. English-dominant Model A pupils' reading competencies are substantial, with sixth-grade pupils performing at the third-grade rural Puerto Rican norms.

"Our American Schools: What's 'Spoken Here' May Not Be English". Updating School Board Policies, 6, 12, Dec. 1975, 1-4.

Describes some bilingual education programs in operation in urban and rural areas of this country.

Perez, Carlos E., "Foreign Language Instruction and Bilingual Education: Common Strategies." Bulletin of the Association of Departments of Foreign Languages, 9, 3, 14-6 March 1978.

Problems related to declining foreign language enrollments at universities are cited. Suggestions are made for making foreign language classes relevant to student needs and for increasing enrollment. Types of courses needed at the high school and junior college level are outlined. Language requirements at the college level are advocated.

Phillips, Jean McCabe., "Code-Switching in Bilingual Classrooms." Masters Thesis, California State University, Northridge, May 1975, 77p.

This thesis presents the results of a field study of code-switching in K-3 level classrooms of an experimental Spanish-English bilingual education project in Los Angeles. The goal of the project, based on a pluralistic model of bilingual education, was the maintenance of Spanish by means of continued language-development in both the students' native and second languages. The thesis shows that the means of implementation contradict the project's goals. Data was collected on code-switching in 12 different setting-participant combinations during language development lessons. A quantitative measure related code-switching by teachers and students to specific setting-participant combinations. An analysis of the functions of teacher code-switching indicates that it is a communicative strategy. The study concludes that: (1) English is more intrusive in the classroom than Spanish: (2) the contrast in the amount of code-switching by teachers may be based on their expectations of students to communicate in the target language; and (3) the contrast between the patterns of teacher code-switching during the language lessons may be signaling to students that English functions more efficiently than Spanish for "important" messages in the classroom. Demotion of Spanish may be an attitude-motivation factor in both the maintenance of Spanish for native speakers and the acquisition of Spanish for native speakers of English.

Pialorsi, Frank Paul., "The Production and Recognition of Grammatical and Ungrammatical English Word Sequences by Bilingual Children." Paper presented at the Annual Meeting of TESOL (8th, Denver, Colorado, March 1974) 21p.

The present paper reports on a study conducted in 1973, designed to measure the English competence and performance of bilingual fourth graders in selected schools in southern Arizona and the extent to which the first language (Spanish) interfered with the second (English). The study also attempted to determine patterns might yet be unlearned by both native English speakers and nonnative English speakers. A test of basic English Sentence types for bilingual children was constructed and administered to 90 native Spanish-speaking fourth graders who had participated for three or more years in any of three bilingual programs or any of two nonbilingual programs. The groups were further classified as urban and border. In addition, part 1 of the test was given to 20 native English speakers at the fourth grade level. It was concluded that: (1) the native English speakers had less difficulty in identifying the correct sentence types than the bilingual groups had; (2) the native Spanish-speaking groups showed no significant differences in their production performances; (3) the nonbilingual program groups seem to have an advantage in their ability to identify correct English sequences. Appended to the report are the personal data sheet completed by the studies, test designs, and parts 1 and 2 of the test.

Pope, Mary L.; And Others., Quigaq (Denny). Bilingual Education Consultant Services, Barrow, Alaska. 1976, 44p.

This preprimer, designed for children in bilingual Inupiat-English programs in the Alaskan village of Barrow and several small villages near Barrow, is a story about a boy named Denny. Each page of text is illustrated with a black-and-white drawing. The English equivalent is not given, but it may be found in FL 008 170, which has the same text written in the Upper Kobuk dialect.

Pope, Mary L.; And Others., Saqik (Denny). Bilingual Education Consultant Services, Barrow, Alaska, July 1976 46p.

This story about a boy named Denny is a preprimer designed for children in bilingual Inupiat-English programs in the Alaskan villages of Ambler, Kobuk, Kiana, Noorvik and Shungnak. Each page of text is illustrated with a black-and-white drawing. The English equivalent is given at the back and is not included in student copies of the book.

Pope, Mary L.; And Others., Katak (Molly). Bilingual Education Consultant Services, Barrow, Alaska, 1976, 47p.: In Inupiat.

This story about a girl named Molly is a preprimer designed for children in bilingual Inupiat-English programs in the Alaskan villages of Ambler, Kobuk, Kiana, Noorvik, Selawik, and Shungnak. It follows: the first preprimer, "Denny." Each page of text is illustrated with a black-and-white drawing. The English equivalent is given at the back and is not included in student copies of the book.

Pope, Mary L.; And Others., Paniuraq (Molly). Bilingual Education Consultant Services, Barrow, Alaska. 1976, 44p: In Inupiat.

This preprimer, designed for children in bilingual Inupiat-English programs in the Alaskan village of Barrow and several small villages near Barrow, is a story about a girl named Molly. It follows the first preprimer, "Denny." Each page of text is illustrated with a black-and-white drawing. The English equivalent is not given, but it may be found in FL 008 168, which has the same text written in the Upper Kobuk dialect.

Pope, Mary L.; And Others., Sumik Tusraavich? (What Can You Hear?) Bilingual Education Consultant Services, Barrow, Alaska. Aug. 1976, 81p.

This first grade elementary language text, designed for children in bilingual Inupiat-English programs in the Alaskan villages of Ambler, Kobuk, Kiana, Noorvik, Selawik, and Shungnak, is a story about two children listening to various sounds and trying to identify them. Each page of text is illustrated with a black-and-white drawing. The English equivalent is given at the back and is not included in student copies of the book.

Pope, Mary L.; And Others., Simik Aapumik Tauqsiqsuq (Tommy Buys an Apple). Bilingual Education Consultant Services, Barrow, Alaska. 1976, 31p,: In Inupiat.

This first grade elementary language text, designed for children in bilingual Inupiat-English programs in the Alaskan village of Barrow and several small villages near Barrow contains one story. Each page of text is illustrated with a black-and-white drawing. The English equivalent is not given.

Pope, Mary L.; And Others., Nuutuuyiglu Tuttuglu (The Lynx and the Two Caribou). Bilingual Educttion Consultant Services, Barrow Alaska. Oct. 1976, 32p.: In Inupiat.

This second grade elementary language text, designed for children in bilingual Inupiat English programs in Ambler, Kobuk, Kiana, Noorvik, and Shungnak, contains a story about a lynx who tries to kill two caribou at one time but who is himself killed. Each page of text is illustrated with a black-and-white drawing. The English equivalent is given at the back and is not included in student copies of the book.

Pope, Mary L.; And Others., Putu Tuangsigsug Asriagpanmik (Tommy Buys an Apple).Bilingual Education Consultant Services, Barrow, Alaska. July 1976, 33p.

This second grade elementary language text, designed for children in bilingual Inupiat-English programs in the Alaskan villages of Ambler, Kobuk, Kiana, Noorvik, Selawik, and Shungnak, is a story about a child's trip to the grocery store. Each page of text is illustrated with a black-and-white drawing. The English equivalent is given at the back and is not included in student copies of the book.

Pope, Mary L.; Pulu, Tupou L., Ugruayaaq (Alli Ugruk). Bilingual Education Consultant Services, Barrow, Alaska. 1976, 37p.

This third grade elementary language text, designed for children in bilingual Inupiat-English programs in Ambler, Kobuk, Kiana, Noorvik, Selawik and Shungnak, is a story about the adventures of an animal named Alli. Each page of text is illustrated with a black-and-white drawing. The English equivalent is given at the back and is not included in student copies of the book.

Pope, Mary L.; And Others, Ugruayaaglu Avilaitqatiglu (Alli and His Friends). Bilingual Education Consultant Services, Barrow, Alaska. 1976, 28p.: In Inupiat

This third grade elementary language text, designed for children in bilingual Inupiat-English programs in the Alaskan village of Barrow and several small villages near Barrow, contains one story about the adventures of an animal named Alli and his friends. The material is presented with many illustrations depicting the events in the story. The English equivalent is not given but it may be found in FL 008 165. which has the same text written in the Upper Kobuk dialect.

Pope, Mary L.; And Others., Killaq Sikumi (The Hole in the Ice). Bilingual Education Consultant Services, Barrow, Alaska. 1976, 52p.

This fourth grade elementary language text is designed for children in bilingual Inupiat-English programs in the Alaskan villages of Ambler, Kobuk, Kiana, Noorvik, and Shungnak. It contains a story about two friends who fall through a hole in the ice and land in a hidden spaceship with a being from outer space aboard. Each page of text is illustrated with a black-and-white drawing. The English equivalent is given at the back and is not included in student copies of the book.

Pope, Mary L.; And Others., Nauriaq Aglagvinmi (The Flower in the Classroom). Bilingual Education Consultant Services, Barrow, Alaska. July 1976, 32p.

This elementary language text is designed for children in bilingual Inupiat-English programs in the Alaskan villages of Ambler, Kobuk, Noorvik, and Shungnak. It contains a story about a flower that begins to grow in a rug in a classroom. Each page of text is illustrated with a black-and-white drawing. The English equivalent is given at the back and is not included in student copies of the book.

Pope, Mary L.; And Others., Sumik Naivich? (What Can You Smell?). Alaska State-Operated Schools, Anchorage, Aug. 1976, 55p.

This elementary language text is designed for children in bilingual Inupiat-English programs nn the Alaskan villages of Ambler, Kobuk, Kiana, Noorvik, and Shungnak. It contains a story about two sisters who enjoy identifying smells such as flowers, smoke, coffee, meat, fur, cake, gasoline, and spring. Each page of text is illustrated with a black-and-white drawing. The English equavalent is given at the back and is not included in student copies of the book.

Pulu, Tupou L.; And Others., Aglagvinmi (At School). Bilingual Education Consultant Services, Barrow, Alaska. July 1976, 24p.

This first level social studies text, designed for children in bilingual Inupiat-English programs in the Alaskan villages of Ambler, Kobuk, Kiana, Noorvik, Selawik, and Shungnak, is about orginary physical activities such as opening and closing doors, walking, laughing and clapping. Each page has a command and an appropriate black-and-white drawing to illustrate it. The English equivalent is given at the back and is not included in student copies of the book.

Pulu, Tupou L.; And Others., Aglaich Savaaksrat (Alphabet). Bilingual Education Consultant Services, Barrow, Alaska. June 1976, 27p

This first grade workbook is designed for children in bilingual Inupiat-English programs in the Alaskan villages of Ambler, Kiana, Kobuk, Noorvik, Selawik, and Shungnak. Each page has a particular letter, a black-and-white drawing which represents a word which contains this letter, and lines the child is to use for writing the letter.

Pulu, Tupou L.; And Others., Anayuqaagiich Savagaqtut Inimi (Work Around Home). Bilingual Education Consultant Services, Barrow, Alaska. Aug. 1976, 31p.

This first level social studies text, designed for children in bilingual Inupiat-English programs in the Alaskan villages of Ambler, Kobuk, Kiana, Noorvik, Selawik, and Shungnak, is a story about the domestic and food and fuel-gathering activities of an Eskimo family. Each page of text is illustrated with a black-and-white drawing. The English equivalent is given at the back and is not included in student copies of the book.

Pulu, Tupou L., "Interim and Final Reports of the Bilingual Education Project in Yup'ik Eskimo, FY 1975. Oct. 1975, 105p.

The Bilingual Education Project for the Yup'ik Eskimo was funded under Title VII (ESEA) and in fiscal year 1975 operated in seven Alaskan villages. Some 425 children in grades K-3 received bilingual instruction in the village schools of Aleknagik North Short, Atmautluak, Bethel, Kongiganek, Manokotak, Togiak and Twin Hills. Materials were developed by the Yup'ik Eskimo Language Workshop and included materials for use in Yup'ik as a first or second language. At some schools such as Aleknagik N.S., English was the dominant language of most of the children and was used as the medium of instruction. Students in Kongiganek were taught all subjects in Yup'ik and English was taught as the second language. When taught as the second language, English instruction was carried out an hour a day in the first grade, two hours a day in the second, and three in the third. Tests given at the end of the year indicate the bilingual approach for monolingual Yup'ik children is more effective than a non-bilingual approach. It presents such extra advantages as the children gaining literacy skills in the Native tongue, beginning school in the home language, learning from a Native teacher who brings other relevant cultural traits to the learning situation, and being part of a program supported and esteemed by parents and the community. This document summarizes such activities as materials development, teacher training, meetings, test results, program objectives, and program evaluation.

Pulu, Tupou L.: And Others., Kinunigmi (At Home). Bilingual Education Consultant Services, Barrow, Alaska. July 1976, 23p.

This first level social studies text, designed for children in bilingual Inupiat-English programs in the Alaskan villages of Ambler, Kobuk, Kiana, Noorvik, Selawik, and Shungnak, is a story about a little girl's activities in her home. Each page of text is illustrated with a black-and-white drawing.

Pulu, Tupou L.; And Others., Kinuigmi Suqutchich (Things in the Home). Education Consultant Services, Barrow, Alaska, July 1976, 42p.

This first level social studies text, designed for children in bilingual Inupiat-English programs in the Alaskan villages of Ambler, Kobuk, Kiana, Noorvik, Selawik, and Shungnak, names a number of objects typically found in the home. Each page of text is illustrated with a black-and-white drawing. The English equivalent is given at the back and is not included in student copies of the book.

Pulu, Tupou L.; And Others., Minuutit (Colors). Bilingual Education Consultant Services, Barrow, Alaska. June 1976, 14p.

This first grade workbook is designed for children in bilingual Inupiat-English programs in the Alaskan villages of Ambler, Kiana, Kobuk, Noorvik, Selawik, and Shungnak. Each page has a captioned black-and-white drawing to be colored.

Pulu, Tupou L.; And Others., Savaaksrat Kisitchisit (Numbers 1-10) Bilingual Education Consultant Services, Barrow, Alaska. June 1976, 13p.

This first grade workbook is designed for children in bilingual Inupiat-English programs in the Alaskan villages of Ambler, Kiana, Kobuk, Noorvik, Selawik, and Shungnak. Each page has a particular number, a corresponding picture with an appropriate caption, and lines for the child to use in writing the number.

Pulu, Tupou L.; And Others., Sugutchich Aglagvinmi (Things in the Classroom). Bilingual Education Consultant Services, Barrow, Alaska. July 1976, 28p.

This first level social studies text, designed for children in bilingual Inupiat-English programs in the Alaskan villages of Ambler, Kobuk, Kiana, Noorvik, Selawik, and Shungnak, is about objects that can be found in a classroom. Each page of text is illustrated with a black-and-white drawing. The English equivalent is given at the back and is not included in student copies of the book.

Pulu, Tupou L.; And Others., Timivut (Our Body). Bilingual Education Consultant Services, Barrow, Alaska. June 1976, 24p.

This second grade workbook is designed for children in bilingual Inupiat-English programs in the Alaskan villages of Ambler, Kiana, Kobuk, Noorvik, Selawik, and Shungnak. Each page has a black-and-white drawing of a part of the body with an appropriate caption.

Pulu, Tupou L.; And Others., Tuaqsiqsuqtuq (Things to Buy in the Store). Bilingual Education Consultant Services, Barrow, Alaska. July 1976,25p.

This first level social studies text, designed for children in bilingual Inupiat-English programs in the Alaskan villages of Ambler, Kobuk, Kiana, Noorvik, Selawik, and Shungnak, is a story about a child who goes shopping. Each page of text is illustrated with a black-and-white drawing. The English equivalent is given at the back and is not included in student copies of the book.

Pulu, Tupou L.; And Others., Uqaaqtut Kuuvanmin (Stories of the Upper Kobuk). Alaska State-Operated Schools, Anchorage. Sept. 1976, 59p.

This elementary language text is designed for children in bilingual Inupiat-English programs in the Alaskan villages of Ambler, Kobuk, Kiana, Noorvik, and Shungnak. It contains twenty-two short passages entitled "Anchorage," "A New Car," "Telephones," "Telescopes," "Talking,"" "Alicag," "Amaag," "Rice," Gas Light," "Mirror," "Pilot Bread," "Winter Snow," "Dall Creek," "Bear Creek Mine," "Bornite," "People Were Not Buried," "When an Eskimo Died," "Uluatchiaq Died," "The White Man's Way," "Qalhaqpak Felt Badly," The Old Way," and "Which Way is Better?" Each page of text is illustrated with a black-and-white drawing. The English equivalent is given at the back of the book.

Quintana, Susan; Ramirez, Albert., "Educators' Attitudes, Perceptions, and Knowledge About Bilingual-Bicultural Education." Btisbos Journal of Chicano Research, 97-106 Winter 1976-77.

Thirty elementary school teachers and three principals were interviewed to ascertain the extent to which Anglo American educators perceive bilingual bicultural education as a form of compensatory education. Results indicated that 40 percent of the educators perceive bilingual-bicultural education as a vehicle for assimilation, while 57 percent perceive it more in terms of leading to self-pride and cultural awareness.

Randall, Clint; Van Buskirk, Sue., Aprendemos de carreras (We Learn about Careers). Mesa Community Coll., Ariz. Sept 27, 1978, 31p.

Designed to help Spanish speaking children learn more about various professions, this book features scenes of people at work in 22 different occupations. The Spanish text, illustrations and learning exercises were developed as supplementary reading materials for elementary grades by students in a Bilingual Teachers Aide Program at Mesa Community College. Both language and content provide linguistically and culturally sensitive material relevant to the experience of the Chicano child of the Southwest. The different types of occupations which are described include a judge, teacher, doctor, nurse, carpenter, electrician, painter, garbageman, postman, bus driver, shoe salesman, butcher, waitress, policeman, photographer, fireman, bank teller, barber, and cashier. The large illustrations are black and white "coloring book" style.

Rodriguez, Norma, Comp. "Modular Sequence: Teaching Reading to Bilingual Learners." TTP 002.15B: An Annotated Bibliography of Reading Materials for Spanish-Speaking Students. Teacher Corps Bilingual Project. Hartford Univ., West Hartford, Conn. Coll. of Education. 110p.

The majority of the material cited in this annotated bibliography is in Spanish although bilingual and English materials are also included. Each annotation is presented both in English and in Spanish. The bibliography is part of a modular sequence for teaching reading to bilingual learners. The bibliography covers the following areas: (a) general texts and children's books, (b) books for teachers: language arts, (c) social studies, (d) science books, (e) art books, (f) music books, (g) filmstrips, and (h) other audio-visual materials.

Saavedra Frances., Libro de Lectura Suplemento (Reading Book Supplement). Albuquerque Public Schools, N. Mex.; Dissemination Center for Bilingual Bicultural Education, Austin, Tex. July 1975, 38p.

This is the fourth in a series of four reading books written in Spanish and designed for use in elementary bilingual education programs. The reader contains five stories. Four of them concern the adventures of various animals; the last concerns a wedding. Each story is followed by a list of new vocabulary and the reader is illustrated with black-and-white and color drawings.

Saville-Troike, Muriel., A Guide to Culture in the Classroom., National Clearinghouse for Bilingual Education, Arlington, Va. 1978, 69p.

The relationship of language, culture, and education in the bilingual classroom is explored in this document. Among the topics that are addressed are: the nature and scope of culture; sociocultural influences on learning and teaching; cultural identity; and culture traits and generalizations. Inservice and pre-service training procedures for developing cultural competencies in bilingual educators are recommended. A list of questions that can be asked by teachers in bilingual education programs is provided. These questions address various aspects of culture such as family, religion, interpersonal relationships, food, etc. In addition to the questions, basic data collection skills that are needed to get answers to the different questions are discussed. Ways that cultural information can be applied to classroom practice, curriculum development and evaluation are suggested. Also included are a list of competencies that are important for the cultural component of bilingual programs, as well as a bibliography on the topic of bilingualism and biculturalism in education.

Schwartz, Lester J., "Parent Resource and Tutorial Center, School Year 1975-1976." New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation. 1976, 23p.

This report is an evaluation of a selected New York City Umbrella Program, funded under a special grant from the New York State Legislature. The program, which operated in three East Harlem schools, served eighty disadvantaged monolingual and bilingual children in the third through sixth grades who were two years or more below grade level in reading and in mathematics. Program goals were (1) to significantly improve students' basic skills in reading and in mathematics and (2) to educate parents and students about social and educational problems and about the use of community and school resources in dealing with these problems. The evaluation objectives for parent workshops were only partially met because evaluation procedures were misunderstood. In reading and mathematics achievement, only the third and sixth graders and the bilingual group met the objectives. It was concluded that the parent workshops, had little impact on the community, that the tutorial center was effective in increasing the reading and mathematics skills of the participants, and that student workshops appeared to be an effective means of assisting students with their educational and social problems.

Seitamo, Leila., "Scholastic Learning Problems of Skolt Lapp Children: Intellectual and Motivational Readiness, School Achievement and Official Plans for Schooling." Paper presented at the Annual Meeting of the International Association for Child Psychiatry and Allied Professions (8th, Philadelphia, Pa., 1974); 1974, 26p.

This paper presents a study of the educational problems of the Skolt Lapp children living in Finland. (The Skolt Lapps have a distinctively different culture from the rest of the Finnish people). The study was designed to define: (1) to what degree cultural factors affect the educational readiness (intellectual functions, school motivation, and patterns of work habits) of these children, and (2) to what degree these cultural factors affect school achievement. Data collected on Skolt children, ages 6-15, were compared with data from a sample of Finnish children. Measures included intelligence tests, scales rated by teachers, children and parents, children's drawings, projective tests, half-open interviews, and observations. Recent developments in the education of the Lapps in Finland are discussed, including the general outlines of suggested bills and statutes drawn up by various committees. The reforms will attempt to grant the Lappish Language the position of an official language and language of instruction at all levels in schools, and encourage the development of curricula based on a Lappish cultural background.

Shender, Karen Joseph., "Bilingual Ed: How Un-American Can You Get?" Learning, 2, 2, Oct. 1976, 32-41.

The author discusses bi-lingual elementary education, with examples from various ongoing programs, giving background philosophy, experiences in setting up a program, discussion of the significance of the Lau v. Nichols decision, and some thoughts on future direction.

Spanish as a Second Language for Children., California Univ., Santa Cruz, Nov. 1974 512p.

If children in a bilingual education program are to be equally competent in Spanish and English, there is a clear need for teaching Spanish. This can be done indirectly, by presenting curriculum material such as math, science and art bilingually or in Spanish, by telling stories in Spanish, and by using Spanish for various classroom and playground activities. The indirect method should be supplemented by a direct one, with Spanish language lessons. The present curriculum presents a set of 75 lessons designed to provide three years' work in Spanish as a second language and to be started in kindergarten or in the first grade. A language pattern for each lesson is provided and the outline for each lesson consists of the language patterns to be covered, materials needed, and teaching procedures. Various kinds of oral exercices are described, including repetition drills, substitution drills, chain drills, along with suggestions for carrying them out. Record sheets are designed to record the evaluation of a child's performance, and review lessons are incorporated in the curriculum. The curriculum is designed to include the participation of bilingual students and monolingual Spanish speakers. Reading and writing activities are included more frequently as the curriculum progresses.

Spilka, Irene V., "Assessment of Second-Language Performance in Immersion Programs." Canadian Modern Language Review, 32, 5, May 1976, 543-561p.

Studies are reported which attempt to discover the exact level of second language proficiency reached by students in second language immersion programs, with emphasis on analysis of error.

Stern, Carolyn., "Final Report of the Compton Unified School District's Title VII Bilingual-Bicultural Project: September 1969 Through June 1975." Compton City Schools, Calif. Sept. 1975, 130p.

This evaluation of the Compton, California, 1969-1975 Bilingual-Bicultural Project begins by describing the demographic and socio-economic features of the school area and its need for the bilingual approach. Summaries of the evaluation reports prepared at the end of each year are presented. Summaries include descriptions of the experimental design. These reports focus on measuring changes in children by means of language, reading, and math achievement tests. Following the report for the last year, a general overview of program effects as related to changes in children is presented. The

report concludes with a discussion of each of four basic components: instruction, acquisition and development of materials, staff development, and parent participation and community involvement. A reference bibliography for bilingual-bicultural education follows this discussion.

"Storm Brews Over Bilingual Teaching." U. S. News and World Report, 84, 9, Mar 6, 1978, 58-9.

Some educators fear that English has been de-emphasized too much among certain minorities. Now the administration has plans for big changes in the program.

Suggested Curriculum Guidelines for an Effective Bilingual Program, 1973-1974. Health, Science, Social Studies, New Mexico History, English as a Second Language, Multiculturalism. First Grade, Level 1. Artesia Public Schools, N. Mex. 1973, 73p.

This volume presents suggested curriculum guidelines for an effective bilingual program, with specific focus on instruction in health, science, social studies, New Mexico history, English as a second language, and multiculturalism, at the first grade level. The philosophy of the program views bilingual education as a vehicle and pedagogical tool to be used to better prepare all children to function in society. The point of departure for formal learning and formal training is the linguistic and cultural heritage that the child brings to the school situation. The Learning Loop method is used, involving five basic steps in the presentation of all subject matter; (1) diagnosis--recognizing the child's needs; (2) prescription--outlining the child's learning activities; (3) commitment --willingness of the child to learn; (4) treatment-- teaching time spent; and (5) evaluation of the child's accomplishments. The volume is divided into six major sections, each dealing with one of the subject areas and itself divided into smaller units. The guidelines for each unit are presented in terms of concept or objective to be taught, content, resources and materials, and evaluation. Criterion-referenced inventory cards for student evaluation accompany the text.

Suggested Curriculum Guidelines for an Effective Bilingual Program, 1972-1973. Destrezas Comunicativas del Idioma Espanol, Spanish Language Skills, Second Grade, Level 2. Artesia Public Schools, N. Mex. 1972, 98p.

This volume contains suggested curriculum guidelines for an effective bilingual program, with specific focus on Spanish language skills for the second grade level. The philosophy of the program views bilingual education as a vehicle and pedagogical tool to be used to better prepare all children to function in society. The point of departure for formal learning and formal training is the linguistic and cultural heritage that the child brings to the school setting. A teaching methodology is outlined which includes teaching children to think about,

listen to, comprehend, hear, say, read, write and apply a given concept. The guide is divided into four sections, each covering nine weeks of the program. The curriculum guidelines are presented in terms of the concept or objective to be learned, content, activities, resources and materials, and evaluation. A vocabulary list of Southeast New Mexico regionalisms precedes the text.

Suggested Curriculum Guidelines for an Effective Bilingual Program, 1973-1974." Health, Science, Social Studies, New Mexico History, English as a Second Language, Multiculturalism. Second Grade, Level 2. Artesia Public Schools, N. Mex. 1973, 77p.

This volume presents suggested curriculum guidelines for an effective bilingual program, with specific focus on instruction in health, science, social studies, New Mexico history, English as a second language, and multiculturalism, at the second grade level. The philosophy of the program views bilingual education as a vehicle and pedagogical tool to be used to better prepare all children to function in society. The point of departure for formal learning and formal training is the linguistic and cultural heritage that the child brings to the school situation. The Learning Loop method is used, involving five basic steps in the presentation of all subject matter; (1) diagnosis--recognizing the child's needs; (2) prescription--outlining the child's learning activities; (3) commitment--willingness of the child to learn; (4) treatment--teaching time spent; and (5) evaluation of the child's accomplishments. The volume is divided into six major sections, each dealing with one of the subject areas and itself divided into smaller units. The guidelines for each unit are presented in terms of concept or objective to be taught, content, resources and materials, and evaluation. Criterion-referenced inventory cards for student evaluation accompany the text.

Suggested Curriculum Guidelines for an Effective Bilingual Program, 1973-1974. Health, Science, Social Studies, New Mexico History, English as a Second Language, Multiculturalism. Third Grade. Level 3. Artesia Public Schools, N. Mex. 1973, 77p.

This volume presents suggested curriculum guidelines for an effective bilingual program, with specific focus on instruction in health, science social studies, New Mexico history, English as a second language, and multiculturalism, at the third grade level. The philosophy of the program views bilingual education as a vehicle and pedagogical tool to be used to better prepare all children to function in society. The point of departure for formal learning and formal training is the linguistic and cultural heritage that the child brings to the school situation. The Learning Loop method is used, involving five basic steps in the presentation of all subject matter: (1) diagnosis--recognizing the child's needs; (2) prescription--outlining the child's learning activities; (3) commitment--willingness of the child to learn; (4) treatment-teaching time spent; (5) evaluation of the child's accomplishments. The volume is divided into six major sections, each dealing with one of the subject areas and itself divided into smaller units. The guidelines for each unit are presented in terms of concept or objective to be taught, content, resources and materials, and evaluation. Criterion-referenced inventory cards for student evaluation accompany the text.

Suggested Curriculum Guidelines for an Effective Bilingual Program, 1972-1973. Destrezas Comunicativas del Idioma Espanol. Spanish Language Skills. Third Grade, Level 3. Artesia Public Schools, N. Mex. 1972 32p.

This volume contains suggested curriculum guidelines for an effective bilingual program, with specific focus on Spanish language skills for the third grade level. The philosophy of the program views bilingual education as a vehicle and pedagogical tool to be used to better prepare all children to function in society. The point of departure for formal learning and formal training is the linguistic and cultural heritage that the child brings to the school setting. A teaching methodology is outlined which includes teaching children to think about, listen to, comprehend, hear, say, read, write, and apply a given concept. The present volume covers the first nine weeks of the third grade program. The curriculum guidelines are presented in terms of the concept or object to be learned, content, activities, resources and materials and evaluation.

Suggested Curriculum Guidelines for an Effective Bilingual Program, 1973-1974. Health, Science, Social Studies, New Mexico History, English as a Second Language, Multiculturalism. Fourth Grade, Level 4. Artesia Public School, N. Mex. 1973, 75p.

This volume presents suggested curriculum guidelines for an effective bilingual program, with specific focus on instruction in health, science, social studies, New Mexico history, English as a second language, and multiculturalism, at the fourth grade level. The philosophy of the program views bilingual education as a vehicle and pedagogical tool to be used to better prepare all children to function in society. The point of departure for formal learning and formal training is the linguistic and cultural heritage that the child brings to the school situation. The Learning Loop method is used, involving five basic steps in the presentation of all subject matter: (1) diagnosis--recognizing the child's needs; (2) prescription--outlining the child's learning activities; (3) commitment--willingness of the child to learn; (4) treatment--teaching time spent; (5) evaluation of the child's accomplishments. The volume is divided into six major sections, each dealing with one of the subject areas and itself divided into smaller units. The guidelines for each unit are presented in terms of concept or objective to be taught, content, resources and materials, and evaluation. Criterion-referenced inventory cards for student evaluation accompany the test.

Sutman, Francis X., "Bilingual Education: Unsolved Problem on America's Agenda." Science Teacher, v46 n9 p17-19, Dec. 1979.

The status of bilingual education in the United States is discussed with emphasis on science teaching. The impetus for the article comes from a final report of the office of Bilingual Education which states that one-half of the children with limited English proficiency are of Spanish-language background.

Swain, Merrill., "More about Primary French Immersion Classes." Orbit 27, 6, 2, 13-15, April 1975.

This article answers some questions regarding primary French immersion classes--particularly in relation to performance on standardized tests.

Teller Reader., Alaska State-Operated Schools, Anchorage, 1974, 114p.

This elementary reader is designed for use in a bilingual Inupiat-English program. Developed by the people of Teller, Alaska, it consists of a series of short readings. The Inupiat text and its English equivalent are never in opposition. The Inupiat text is followed by a picture page, and the English text is always on the back of the picture page. This is done so that the student will read the Inupiat text without interference from the English. The illustrations, by J. L. Hanson, are in black and white.

Tenezakis, Maria D., "Linguistic Subsystems and Concrete Operations." Child Development, 46, 2, 430-436. June 1975.

Sinclair-de Zwart's findings on relationships between cognitive and linguistic development were compared with data gathered in Australia from 162 first- second and third grade Greek-English bilinguals (tested in both languages) and 136 English monoglots in the same classroom.

"The Condition of Bilingual Education in the Nation." First Report by the U.S. Commissioner of Education to the President and the Congress. Office of Education (DHEW), Washington, D.C. Nov. 1976, 127p.

This report is the first attempt by the Office of Education to determine: (1) what the condition of bilingual education is in the United States, (2) what advances have been made, and (3) what problems remain to be solved. Following a discussion of the history and rationale of bilingual education, and the quantification of the need for bilingual education, resources required to meet the education needs of limited-English-speaking persons are considered. Fourteen Federal programs most directly concerned with meeting these needs are discussed, including the Bilingual Education Act, ESEA Title VII; the Emergency School Aid Act; the Vocational Education Act; the Adult Education Program; the Library Services and Construction Act; the Civil Rights Act, Title IV; the Education of Disadvantaged Children, the Supplementary Educational Centers and Services, ESEA Title III; Follow Through; Right To Read; special programs for students from disadvantaged backgrounds; the Indian Education Act, Title IV; the Strengthening Developing Institutions Program of the Higher Education Act. Title III; research on bilingual education carried out by the National Institute of Education; state bilingual education programs; and educational television. Evaluations of bilingual education and the administration of federal bilingual education programs are handled. Appendices include statistics relevant to bilingual education, and the 1975 survey of languages.

"The Language Of The Inner-City Child: A Comparison Of Puerto Rican And Negro Third Grade Girls." Journal of Negro Educ. 1969 38(2): 173-176.

Report of a project to use the Language Facility Test (developed by John T. Dailey of George Washington University) to compare the oral language patterns of five Negro and six Puerto Rican third-grade girls from an inner-city classroom. The authors suggest that this test might be used further, on a large scl* scale, to determine differences which could be of importance in curriculum development for the inner-city c* schools.

"The Somerton Story:" Part 5. Bilingual Education in Conjunction with a Migrant-Child Demonstration Project." Arizona State Dept. of Public Instruction, Phoenix, Div. of Migrant Child Education. June 75, 46p.

The addition of a bilingual component enhanced the progress of "The Somerton Story." A Prominent part of the instructional program in migrant education, this component was initiated with 60 kindergarten children during the 1970-71 school year. These 60 children remained in the program as a grade was added each following year. Written by the teachers presently in the bilingual program, this report discusses what is being done in Somerton today. The kindergarten through fourth grade teachers discuss: (1) the value of bilingual/bicultural education; (2) advantages and disadvantages for their respective grade levels; (3) what they do that might be different from regular classrooms; (4) special programs and features; and (5) recommendations that they would have for others considering a similar program.

Thomas, Evans., Nunatchiagmi (Stories About Buckland). Alaska Univ., Anchorage National Bilingual Materials Development Center. Dec. 1977, 60p.

Printed in both Inupiat and English, this 32 page booklet recounts stories of native life in Buckland, Alaska. It is printed in large type and simply written; illustrations accompany each short narrative. Several stories are told by Evans Thomas who remembers his boyhood days as he fired a shotgun for the first time, shot his first seal, broke a raindeer to the harness, and hunted a wolf. One of his stories is particularly humorous as he tells of his father's efforts in learning how to stop a new motor boat. The intermeshing of traditional and new ways of life is particularly striking; the stories deal with seal, whale, and caribou hunting, dog teams and deer sleds, yet they also tell of using guns, telescopes, motorboats, and "snow-go" machines.

Toda, Masanao; And Others., "Development Of Competitive Behavior As A Function Of Culture, Age, And Social Comparison." Journal of Personality and Social Psychology, 36, 8, 825-39. Aug. 1978.

Evaluates the development of cooperative, competitive and individualistic goals in a setting of outcome interdependence among 434 dyads of elementary school children from five cultures.

"Underachievement Among Minority Group Students: An Analysis and A Proposal." Phylon 1963 24(2): 184-196.

Puerto Rican, Negro, and Mexican children are affected by damaged self concepts, inadequate motivation, unawareness of employment opportunities for which they could train themselves, and resistance by peers and community to self-advancement. A unified program might combat these tendencies by encouraging achievement, recognizing individual capacities and appealing to them. Enrichment procedures would inspire the underachievers. Giving them the status of an elite group would support their efforts. Summers should be utilized so as not to lose the gains of the regular school year. With proper administration, the enriched minority student should be at one with his Anglo peers by the time he is in senior high school.

Upper Kobuk Reader., Alaska State-Operated Schools, Anchorage, 1974, 93p.

This elementary reader is written in both English and Inupiat. To avoid interference in reading, it is designed so that the Inupiat text is never directly opposite the English equivalent. The reader contains several brief stories that deal with traditional Eskimo life and the first contacts of residents of the Kobuk valley with "modern" customs and conveniences. The text is illustrated with black-and-white drawings.

Valencia, Atilano A., "The Cognitive and Affective Development of Elementary School Children in a Bilingual-Bicultural Learning Environment." A Study of the Grants Bilingual-Bicultural Education Programs, Grants, New Mexico. Grants Municipal Schools, N. Mex. June, 1974, 38p.

Providing relevant data, analyses, and observations, with particular reference to the cognitive and affective development of bilingual children, the 1973-74 Grants Bilingual-Bicultural Program evaluation determined the personnel's attitudes and perceptions about program components and operations and the children's responses to bilingual bicultural instruction. Native American, Anglo, and Spanish surnamed children from 9 classroom groups (6 program and 3 non-program) in grades 1, 3, and 5 comprised the sample. Tests administered in Spanish and English, a 30 item questionnaire, and classroom observations were used. Due to the lack of tests in Native American dialects, reference to observations of Native American cultural features in the program was made rather than to cognitive achievement based on

the tests. Tests included the Inter-American Series' Tests of Reading, the General Ability Test (Spanish version), and the Science Research Associates, Inc. (SRA) Achievement Series, Form E/Blue Level and the Primary Edition, Form E, Primary I and II. Some findings were: students gained significantly in oral vocabulary, numbers, general concepts, and cognitive processes based on verbal and pictorial stimuli in Spanish; 3rd grade students measured at or beyond grade level on the SRA Test; and the personnel felt the program was well coordinated, sufficiently supplied with materials and equipment, and effective in developing the children's bilingual ability and cognitive skills.

Vance, Hubert Booney; Gaynor, Patricia E., "A Note on Cultural Differences as Reflected in the Wechsler Intelligence Scale for Children." Journal of Genetic Psychology, 129, 1, 171-172, Sept. 1976.

No description.

Van Der Keilen, Marguerite., "Some Effects of a Special Indian Culture Oriented Program on Attitudes of White and Indian Elementary School Pupils." Laurentian U. Sudbury Ontario P3E 2C6. Canadian Journal of Behavioural Science/Revue canadienne des sciences du comportement, 1977, 9, 2, Apr. 161-168.

A special instructional program designed to improve knowledge & appreciation of the Ojibway Indian culture was introduced for white & Indian pupils from grades four to eight at Our Lady of Fatima Separate School in Naughton, Ontario, in the school year 1974 to 1975. Students are compared with those attending Our Lady of Sorrows Separate School in Sturgeon Falls, Ontario. Social distance attitudes toward more ethnic groups, sociometric analyses, & teacher evaluations of social participation, academic motivation, & general ability were taken for all students, at the year's beginning & end. During this period the social distance attitudes of white pupils in the program toward other ethnic groups decreased significantly (.01 level or better) for all groups except Americans & Canadians; other groups showed few changes Sociometric status & teachers' evaluations showed no significant changes.

Varma, C. C. S. Oedayrajsingh., "Een Sociometrisch Onderzoek naar de Etnische Factor bij de Keuze van klasgenoten op Enkele Scholen in Suriname (A Sociometric Investigation into the Ethnic Factor Involved in the Choice of Classmates in Certain Schools of Surinam)." Sociologische Gids, 1968, 15, 6, Nov.-Dec. 367-378.

After the emancipation of slaves in Surinam in 1863, it was the policy of the Dutch government to try to assimilate the people into Dutch culture, for which purpose universal education was begun in 1876. The Hindustanis, who immigrated later, were less a part of this assimilation process, & are thus generally lower in status than the Creoles.

To investigate the level of antagonism between these 2 groups in the educational system, a study was made of the choices of children in certain schools as to whom they would or would not like to sit next to on a bus (the friendship criterion), & with whom they would not like to do a class project (the cooperation criterion). In the Uc elementary school, children tended to select friends from their own ethnic groups, although this was less the case for girls. In the Lc elementary school ethnic prejudice was evident only in the upper grades. In the secondary school, the choices were made along definite ethnic lines, except in the case of Creole girls. Clearly, racial stereotypes are acquired as the child grows older. In all cases, sex played a more important role in the choice of friends than ethnicity.

Villarreal, Abelardo; And Others., "Escuchando y participando aprendo" (I Learn by Listening and Participating). March 1974, 155p.; In Spanish.

This series of colored, illustrated alphabet cards contains all the letters of the Spanish alphabet with illustrations to show their sounds. On the reverse of each card, or series of related cards, is a short story, along with some activities and games designed to reinforce the sound of the letter. The material is intended to develop language comprehension, hearing and interpreting skills at the primary level, and may be used as a supplement to the series "Que Bonito Es Leer" or correlated with the Spanish Curricula Development Center's Language Arts Strand, Kits 2-9. Instructional notes for the teacher are included.

Walden, Toini A., "The Classification Skills of Five, Six, and Seven Year Old Children Who Are Bilingual, Biliterate, or Monolingual." June 1974, 18p.

This study was designed (1) to determine differences in classificatory skills of low socioeconomic status children under intervention and non-intervention conditions; (2) to determine differences in classification skills of bilingual, biliterate, and monolingual students; and (3) to study differences in classificatory skills as a function of age. A total of 90 Mexican-American and Caucasian kindergarten, first grade, and second grade children were the subjects. Half of the children participated in an intervention program designed to develop classification skills. Instruction was conducted in groups of five bilingual, five biliterate, and five monolingual children in each of the three age groups. The findings indicate that the intervention group made significant gains over the control group in two modes (categorical-inferential and relational). There were no significant age differences between language groups, but significant age differences were present in the categorical-inferential and descriptive modes. The findings are discussed in terms of treatment, language, and age Observations of pupil behavior during testing are also discussed.

Ward, Raquel; And Others., "Interviews of Teachers in Title VII K-1 Schools ESEA Title VII Bilingual Project." Formative Evaluation Report No. 7. Austin Independent School District, Tex. Office of Research, Jan. 1975, 13p.

A summary is presented of interviews with nine kindergarten and first grade teachers, all monolingual, in the four Title VII Bilingual Project schools where participation includes just kindergarten and first grade. Four bilingual teacher aides are assigned to these schools. Intended to provide data for assessment of ongoing activities as well as stated objectives, the interviews were designed to investigate activities such as duties assigned to bilingual aides, in-service training needs, materials needed, the amount of English and Spanish used in instruction and the amount of help needed by the teachers from the project staff. Therefore, the following areas were covered by the fifteen questions on the interview form: (1) language instruction; (2) teacher aides services; (3) classroom needs; (4) inservice training needs; (5) supervision and services by the Title VII staff; and (6) cultural awareness activities. Following a discussion of the results of each of the fifteen items, two significant conclusions are drawn: (1) because the burden of Spanish instruction falls on teachers aides, special training activities for and close supervision of the four aides seem necessary; and (2) to make up for the current lack of cultural activities, a heavy reliance on the aide for such activities is suggested. A copy of the interview form and a summary of teachers' responses to each item are attached.

Wei, William., Inter-Ethnic Celebration: A Curriculum and Resource Manual for Elementary School Teachers. Illinois State Office of Education, Chicago, Urban and Ethnic Education Section.; Illinois Univ., Chicago Circle. Dept. of Policy Studies. Aug. 1975, 106p.

In this manual activities centering around ethnic holidays are provided for use by elementary school teachers within a normal classroom setting. Introductory activities are designed to increase students' awareness of the seasonal nature of celebrations. In addition, the relationship is demonstrated between the values of a people and the content, form and meanings of their holiday celebrations. Specific activities are presented in the seasonal order in which they occur. Each celebration activity outlined is accompanied by a stated objective, background explanation of the celebration, and a list of materials necessary to carrying out the activity. A number of general projects and some games of different ethnic origin are also included. Among the ethnic groups represented in the activities suggested in this manual are Poles, Germans, Chicanos, Slavs, Italians, Greeks, Chinese, and black Americans.

Williams, Brenda T. "Educating for Cultural Diversity in the Elementary Schools." 1977, 12p.

To understand the current emphasis on multicultural education, it is necessary to examine recent events which contributed to this movement and then to determine when multicultural education should begin in the formal education sequence. The pressure to implement ethnic studies programs has come from America's oppressed ethnic minority groups. The social unrest of the 1960s forced educators to establish programs to accommodate diverse needs of neglected minorities. The literature shows that children have well established prejudices even before entering school. It is therefore imperative to begin work with children as soon as possible before their prejudices and stereotypes become too firmly established. Further rationale for the early study of diversity is that during the student's impressionable early years he can be taught either conformity, to the detriment of meaningful living and learning, or he can be taught that personal identification and individuality are valuable assets. Schools must show that diversity is valued in personalities, backgrounds, cultures, and interests. Two of the curriculum areas in which this can be done are language arts and the social sciences.

Williams, John E.; And Others., "The Measurement of Children's Racial Attitudes in the Early School Years." Child Development, 46, 2, June 1975, 494-500.

This study was designed to chart the development of racial attitudes in Euro - and Afro-American children (in grades 1-4 of one elementary school) through the administration of the PRAM II procedure. A secondary purpose of the study was to compare the racial attitudes of second graders in several different geographical localities.

Yeats, Alid; And Others., Libro de Lectura. Nivel A. (Reading Book, Level A.). Albuquerque Public Schools, N. Mex.; Dissemination Center for Bilingual Bicultural Education, Austin, Tex. July 1975, 79p.

This is the first in a series of four reading books written in Spanish and designed for use in elementary bilingual education programs. The stories are divided into two main sections, Estudios Sociales (Social Studies) and La Naturaleza (Nature). The five stories in the first section deal with such topics as the home, school, and cleaning. The five stories in the second section deal mainly with the seasons and aspects of the weather such as snow, wind, and rain. Each story is followed by a list of new words and is illustrated with black-and-white and color drawings.

Yeats, Alid; And Others., Libro de Lectura. Nivel B. (Reading Book, Level B.). Albuquerque Public Schools, N. Mex.; Dissemination Center for Bilingual Bicultural Education, Austin, Tex. July 1975, 92p.

This is the second in a series of four reading books written in Spanish and designed for use in elementary bilingual education programs. The stories are divided into two main sections, Estudios Sociales (Social Studies), and La Comunidad (The Community). The stories in the first section have to do with activities in the home, particularly chores and helping, while the stories in the second section deal with important community figures, such as the nurse, the fireman, and the doctor, and important places, such as the bread store and the paper shop. Each story is followed by a list of new words and is illustrated with black-and-white and color drawings.

Yeats, Alid., Libro de Lectura. Nivel C. (Reading Book. Level C.). Albuquerque Public Schools, N. Mex.; Dissemination Center for Bilingual Bicultural Education. Austin, Tex. July 1975, 129p.

This is the third in a series of four reading books written in Spanish and designed for use in elementary bilingual education programs. The reader contains nine stories, most of which deal with some aspect of nature study, such as plants or insects. Each story is followed by a list of new vocabulary and enrichment exercises and activities in the form of fill-ins, definitions, puzzles, and experiments. The text is illustrated with black-and-white drawings.

Zentella, Ana Celia., "Code Switching and Interactions Among Puerto Rican Children,"Working Papers in Sociolinguistics, No. 50. Southwest Educational Development Lab., Austin, Tex. 1978, 37p.

This study of code switching among Puerto Rican children attending a new York City public school focuses primarily upon the correlation between interaction rules, as perceived by the participants, and code switching. Code switching strategies of a seven-year-old boy, an eight-year-old girl, and a 10-year-old girl in the bilingual third grade class were analyzed in two interactions: an individual interview with the researcher, a female New York Puerto Rican, and a domino game in which all three children participated. The interviews were conducted in both Spanish and English; the interviewer began in Spanish and then switched to English without warning. The study reaffirms other research concerning the ability of children to switch situationally with ease, the superior power/status of English vs. Spanish, and the use of stylistic or conversational code switching for emphasis, addressee specification, elaboration, and idiomatic expressions. The analysis also suggests that, as expected, bilinguals beyond the six-year-old "pre-operational stage" do not "only focus on one feature or variable of a situation at a time" (Genishi, 1976), but their language choices often reflect awareness of several social, linguistic, and situational variables. Child-adult dyads in question-answer interactions constrain code switching, and informal peer interactions stimulate it. Implications for bilingual education and appropriate research methodologies are briefly considered. Examples of dialogues are included.

Zirkel, Perry A., "Bilingual Education Programs at the Elementary School Level: Their Identification and Evaluation." Bilingual Review, 2, 1&2, 13-21 Jan-Aug. 1975.

A study was conducted of 275 Puerto Rican pupils to assess the relative effectiveness of various experimental models of bilingual education with respect to selected pupil and parent outcomes. A model providing a major part of the instructional day in Spanish in addition to English had generally positive results.

Zirkel, Perry A., "The Why's and Ways of Testing Bilinguality before Teaching Bilingually." Elementary School Journal, 76, 6, 323-330 March 1976.

Stresses the importance of systematically determining children's language dominance before enrolling them in bilingual programs, and evaluates a variety of methods used to determine language dominance. A table listing 25 aural and oral instruments (including rating scales, interview schedules, and parallel tests) is provided.

AN ANNOTATED BIBLIOGRAPHICAL ON

BILINGUALISM AND MULTICULTURAL EDUCATION

SECTION 2

SECONDARY EDUCATION

SCHOOL OF EDUCATION

UNIVERSITY OF MISSOURI - KANSAS CITY

JOSEPH P. CALIGURI

JACK P. KRUEGER

YOUNG PAI

DECEMBER, 1980

SECONDARY EDUCATION

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Abiuso, G.: Allport, G. "Multicultural Studies." Babel: Journal of the Australian Federation of Modern Language Teachers' Associations. July, 1976. 25-26. 12(2).

A Course in multicultural studies offered to students at Maribyrnong High School in Victoria as an elective after one year of foreign language study is described.

Adams, Bert N., "Doing Survey Research Cross-Culturally: Some Approaches and Problems." U Wisconsin, Madison, Journal of Marriage and the Family, Aug. 1974. 568-573. 36(3).

3 survey research studies were conducted in Uganda, East Africa, from 1970 to 1972. There is an increasing -- & reasonable -- mistrust in many countries of foreign researchers. Thus, all research was cleared with the National Research Council (NRC) of Uganda, & in 2 of the studies duplicate data sets were left with the NRC. In the Questionnaire study of secondary school students, the primary problem was communication failures, especially involving language difficulties. The Asian study seemed to avoid motivational, as well as other difficulties, though much of the material was sensitive. The interviews with elderly Baganda (N=120) fell prey to both motivation & communication difficulties, which were not altogether soluble. In sum, the issues involved in such research included: (1) language & culture, for which conscientious translation & pretesting were employed; (2) privacy. which could not be resolved: (3) openness (or motivation), which was partially solved by using members of the R's social group as interviewers. The final problem was being adaptable to changing historical events. The cross-cultural researcher must, if necessary, be prepared to alter his "game plan," if historical conditions demand it.

Anderson, James G.: Evans, Francis B., "Family Socialization and Educational Achievement in Two Cultures; Mexican-American and Anglo-American." Sociometry, 1976. 209-222. 39(3).

102 junior high school students & their families, of both Anglo-American & Mexican-American backgrounds, provided a sample for testing the structure of causes of educational achievement. questionnaire's were used to assess children's psychological traits & backgrounds, standardized achievement tests to assess achievement, & interviews with parents to determine family backgrounds for the 33 Anglo-American & 69 Mexican-American students. A path model suggests that sex & father's education should control achievement pressures & independence training, which together should control attitudes of mastery, & which should determine self- concept & achievement. In both groups, achievement training discourages mastery feelings & independence training encourages it. This has a significant impact in the Mexican-American students who, while under similar pressure to achieve, are allowed considerably less independency by parents. This may put them into cyclic patterns of lack of confidence & achievement.

"Aspirations, Class and Racial-Ethnic Membership." J. of Negro Educ. 1967. 385-393. 36(4).

A study of 378 boys and girls in the 10th grade in five high schools of a large city was conducted in 1958 to determine the relationship of their aspirations to class and racial-ethnic membership. Respondents were coded White, Negro, and Puerto Rican, and each ethnic group was divided into middle- and lower-class on the basis of the current occupation of the head of the household. Middle-class whites were found to have higher levels of aspiration and expectation, and a larger percentage of them were enrolled in academic programs and expressed negative feelings about remaining in the city. Lower-class Puerto Ricans had a relatively low aspiration level, and fewer were in academic programs or were negative about staying in the city. A substantial similarity in patterns of response was found among the two Negro groups, lower class whites, and middle class Puerto Ricans. On a question of how they felt about 10 different occupations, middle-class white boys followed closely the order of national rating, while this was not true for the other groups with lower-class Puerto Ricans tending to be most different. The significance of the data and possible explanations are briefly discussed.

Baca, Mario L. M., "What's Going on in the Bilingual Special Education Classroom?" Teaching Exceptional Children, F1974, p25. 7(1).

A teacher of 15 educable mentally handicapped elementary school children (14 of whom were of Chicano descent) used informal and structured bilingual approaches to help children become aware of the value of their language and culture and lose their fear of working with two languages.

Baker, Sally Hillsman and Levenson, Bernard. "Job Opportunities of Black and White Working-Class Women." Social Problems 1975. 510-533. 22(4).

Examines entry employment of black, Puerto Rican, and white female graduates of a New York City vocational school-High School of Fashion Industry-and shows that job referral and placement depend more on race than on vocational training. Minority women have restricted access to white-collar jobs and are channeled into industries characterized by minimum advancement opportunities. Also, women in general are prepared for low-level, sex-typed occupations. Training alone is not the answer for economic inequality, but job search networks must be broadened for all groups that suffer discrimination.

Baker, Sally Hillsman; Levenson, Bernard, "Job Opportunities of Black and White Working-Class Women." Queens Coll City U New York, Flushing 11367 & Mount Sinai School Medicine, New York NY.. Social Problems, 1975.. 510-533. 22(4).

Entry employment of Black, Puerto Rican, & White graduates of the same vocational school & Curricula are examined to assess how open the employment structure is for young Wc F's. Data were obtained for 1,402 graduates of the High School of Fashion Industries in New York.

NY from 1956 & 1963 by combining student records from the school with Social Security work-history records (on a statistical basis only). Instead of evaluating job-training by the job-relatedness of job placements, the absolute quality of the jobs & quality with respect to other available jobs was analyzed to demonstrate that the school's success was not as high as would first appear. From the start minority women do not share the occupational success of their white counterparts. Factors affecting minority F career success are: (1) the school & State Employment Service referral & placement activities restrict rather than expand the labor market opportunities available to them, & (2) industrial patterns of recruitment are racially discriminatory. The relationship between market place recruitment & school referral is explored. The findings concerning equality of opportunity among these Wc women are not optimistic.

B.A.S.T.A. Bilingual Alternatives for Secondary Teachers and Aides. A Four District Secondary Bilingual Consortium. Bilingual Alternatives for Secondary Teachers and Aides, Berkeley, Calif. 1973, 15p.

A multiple school district consortium in California, entitled "Bilingual Alternatives for Secondary Teachers and Aides" (B.A.S.T.A.), helps to implement secondary bilingual projects through training and technical support. The principal activities of the consortium are program development curriculum development, staff development, and parent/community involvement. The four school districts involved are Berkeley, Dale City, Oakland, and Richmond.

Bhak, Albert K., "Adolescents and Conduct Norms: A Cross-Cultural Analysis of Intergenerational Difference." International Review of Modern Sociology, 1976, 281-291. 6(2).

A comparison is made of the nature & extent of intergenerational difference as it is manifested by normative autonomy maintained by adolescents in variance with adult expectations. Data were drawn from 821 boys. In Korea & America. With an average age of sixteen. Ss (N=271) were drawn from metropolitan high schools; other Ss (N=550) were drawn from state institutions for juvenile delinquents. Ss evaluated each of three stories dealing with norm infractions in terms of ten-scale items. In both societies adolescents maintain a distinctive set of normative autonomy, but its cross-cultural difference was remarkably small. Analysis was focused on cross-cultural similarities & differences of the normative autonomy with regard to its extent, range, intensity, & conduct-specific preference. Results are discussed in relation to developmental conditions of intergenerational difference & the bearing of conduct norms upon misconduct manifested by adolescents.

Bibby, John; Peil, Margaret., "Secondary Education in Ghana; Private Enterprise and Social Selection." Sociology of Education, 1974, 399-418. 47(3).

The correlation between social background, type of school attended & number of examinations passed after 5 years in secondary school are examined to determine the implications of these relationships for the

development of education & stratification in Ghanaian society. Data were collected on the results in the Ordinary Level General Certificate of Education examination of 585 5th formers in 11 Accra schools as well as on their age, ethnicity, parents' education &, where available, their performance on the Common Entrance Examination 5 years earlier. To show the interrelationship of the variables & to sort out their separate effects, a dummy variable regression program called Multiple Classification Analysis was used. The data show the possibility of downward mobility of elite children through lack of success in a selective educational system & the ability of children from Ls homes to use this system to overcome their initial disadvantages. The school is more important than the home in promoting educational achievement, though the home environment undoubtedly gives some an earlier & better start than others.

Braun, Miranda., "Toward Teacher Training for "Desegregated" Schools: Organization, Content, and Sociocultural Contest." Education and Urban Society, May, 1977, 353-368. 9(3).

Description of a redesign of the U-based training for preservice social studies student teachers in selected public intermediate-junior high schools (New York City) in low income neighborhoods with multiethnic populations (black, Puerto Rican, white). This training program differed from the standard teacher in that emphasis was placed on examining social studies curricular concepts & objectives as statements of value orientations, rather than as statements of fact. The procedures were designed to facilitate acquisition of commonly accepted teaching strategies & methods that would allow for consideration of a culturally plural society in a culturally plural classroom. Observation techniques included Flanders Interaction Analysis. Event Analysis, videotaping & U observation forms. The results were evaluated qualitatively. This training sequence was designed to make structural changes in the training procedures at the U & in the relationship between the U & the public school. Problems arose which thwarted implementation of the specialized training program in the public schools including; weak academic backgrounds of most students teachers & difficulty in thinking conceptually, & the public school personnel's lack of ability to live up to the agreement to allow for greater input from U personnel. To the extent that the public school & the U do not perceive themselves to be in the same business, such discrepancies will continue to occur. The discussion raises certain questions about teacher training for "desegregated" schools which have implications for policy decisions in state departments of education, in U teacher training divisions & in public schools.

Brown, L. Dave., "Organizational Change from the Bottom Up." Education and Urban Society, Feb. 1976, 159-171. 8(2).

Planned organizational change ('organization development') activities are conceptualized as efforts to catalyze cultural change. Some organizations (eg, schools, prisons, world cruises, hospitals) have both human producers & human products, & consequently may contain

quite different cultures.

Strategies & tactics for organizational change developed in 'unicultural' organizations (eg, where all members are producers) may not be applicable to 'bicultural' organizations. A case study of efforts to change the levels of student hazing & sarcasm in a boys' boarding secondary school is described. Freshman students decided to change the culture after discussions of their 1st year experience. questionnaire's administered 1 year prior to & 1 year after, their decision revealed school-wide (N=200) decreases in perceived levels of sarcasm & hazing. 2 general implications of the case are discussed: (1) a simple 'top-down' approach to organizational change may be inappropriate in multicultural organizations with more than one 'top', & (2) organizations with regular changes in hierarchical relations (eg, regular shifts in seniority as in student grade transitions) may use their own institutional cycles to promote planned change.

Buehler, Charles J.; Weigert, Andrew J.; Thomas, Darwin., "Antecendents of Adolescent Self Evaluation: A Cross-National Application of a Model." Journal of Comparative Family Studies, Spring, 1977, 29-45. 8(1).

An attempt was made to initiate construction of a model to analyze the development of self-evaluation among adolescents & to show that this process of development occurs cross-culturally. Data were collected from 1,069 boys & 916 girls attending Catholic high schools in the US, Mexico, Puerto Rico, Spain, & West Germany. A factor analysis of adjective pairs was used to determine Ss' attitudes regarding: (1) self-evaluation. (2) mother & father evaluation (3) support from mother & father, (4) self-religiosity, (5) culturally significant religious images, & (6) SES. Evaluation of parents & identification of the self with religious images were the most important positive antecedents tested. Religiosity & SES were not significantly related to self-evaluation. Father support was positively related to self-evaluation, but mother support, controlling for the interaction of other dependent variables in this model, was negatively related. Findings indicated that the same process of self-evaluation occurs cross-sexually & cross-nationally.

Bunker, Gary L.; Johnson, Martin A., "Ethnicity and Resistance to Compensatory Education; A Comparison of Mormon and Non-Mormon Ethnic Attitudes." Review of Religious Research, Winter, 1975, 74-82. 16(2).

An attempt is made to assess whether religious teachings within the Church of Jesus Christ of Latter-Day Saints (Mormon Church) are generating unique secular racial tolerance or intolerance toward Negroes, American Indians, &/or Mexican Americans. Secular racial attitudes were assessed by a special measure of group tolerance. The S populations include 1 high school & 1 Coll in Utah & 2 high schools & 2 Coll's in Calif (.sigma. N=616). The major differences between schools were their geographical locations & the religious preferences of the students. The 2 Utah schools were from 94% to 96% Mormon while the Calif schools were less than 1% Mormon. The data indicate that Mormons as compared to others in the "general culture" are not significantly different in their secular racial attitudes. Had geographical location been controlled for, Mormons may have been more tolerant, compared to the general population, of ethnic groups in the study.

Cilgnet, Remi., "Ethnicity, Social Differentiation, and Secondary Schooling in West Africa." Cahiers d'Etudes Africaines, 1967, 7,2,26. 360-378.

The modernization of African countries implies an increase in the size of their major Ur centers as well as an expansion of their educ'al & occup'al structures. These changes are associated with various forms of soc diff'iation in which the distinct subsegments of the total pop do not participate evenly in soc change. A study is made with the aim of determining whether an increase in secondary Sch enrollment increases or diminishes pre-existing ethnic & soc inequalities re Sch'ing. The responses to educ of 2 Ivory Coast peoples, the Agni & the Bete, & of 2 ethnic groups of Ghana, the Ashanti & the Ewe, are studies re the gyp that within a given educ'al system, the intensity of exposure of a given ethnic group to modernizing forces would determine its rate of Sch enrollment, & the corollary that when an ethnic group is underrepresented, its students will be drawn from a restricted SE segment of the pop. Both are confirmed, & 2 additional conclusions are drawn; (1) that in Africa, ethnic diff'ials do not seem to be deeply eroded by educ. & (ii) that soc change does not eradicate traditional ethnic tensions & cleavages.

Cunningham, Ineke., "The Relationship Between Modernity and Academic Performance of Students in a Puerto Rican High School." ASA, 1972, 1010.

Cunningham, Ineke., "The Relationship between Modernity of Students in a Puerto Rican High School and Their Academic Performance. Peers and Parents." International Journal of Comparative Sociology, 1973, Sept-Dec., 203-220, 14, 3-4.

In examining justification for the consideration of educational policy as an instrument in fostering modern individuals & thus a modern society, 3 hypotheses were tested: there is a strongly positive correlation between the modernity of individual students & their academic performance; there is a strongly positive correlation between students' modernity & that of their parents, but this correlation will be significantly less than either of the 2 previously mentioned correlatives. The sample consisted of the entire student body of the Ponce de Leon High School in San Juan, Puerto Rico. High School students were selected rather than primary students because they would be expected to exhibit maximal exposure to the public school system & because it was felt that these students were closer to adulthood & so more comparable to the samples previously used in developing the modernity index. The OM Scale, short form 6, developed by Smith & Inkeles (1966) was used. Since this study was part of a larger study which intended to concentrate on the differences between the highest performers & the lowest performers, a stratified sample of parents was also chosen for questioning. The data accumulated support for all 3 stated hypotheses. Justification was provided for looking to the educational system as a source of modernization, & to educational policy as a tool for expediting the process. However, since Ponce de Leon High School was not large by city high school standards & since the students in that school were not homogeneous with regard to modernity, the question still remains as to the sources of that modernity.

D'Antonio, William V., "Confessions of a Third-Generation Italian American." Trans-Action, Nov-Dec. 1975, 57-63, 13, 1, 99.

In a discussion of the importance of appreciating ethnic heritage, the author relates the life-style of an extended Italian-American family. There was little poverty, although "no one had struck it rich"; the lines of paternal authority were clearly delineated; the neighborhood was primarily Italian; & the family was Catholic, but they were not fanatics. The process of Americanization is credited to his school years, although high school "fostered the assimilationist ethic at the same time it fostered ethnocentric pluralism." Details are offered of how & why attendance at Yale & military service caused a loosening of ethnic ties. The reconsideration of organizational strength, ideology, & social reality are explored. A need is seen for revising the assimilation-success ethic.

"Democratization and Class Segregation in Puerto Rican Schooling: The U.S. Model Transplanted." Sociol. of Educ. 1968, 321-341. 41(4).

Puerto Rico's postwar plunge into mass secondary and higher education, in imitation of the U.S. pattern, has had several revealing consequences. The democratization of access was accompanied by increasing segregation of the socially advantaged and disadvantaged into the private and public sectors respectively, and by a growing divergence of academic achievement between the two sectors. Despite equalization of access to high school, there is an unequal access to high schools of superior quality. Class differentials in educational achievement remain large and significant. There is also evidence that segregation is extending into higher education. The Puerto Rican case shows that self-segregation into separate schools of the socially and educationally advantaged, for the purpose of maintaining their advantage, has no necessary connection with race. In Puerto Rico the phenomenon is one of class, not race. Based on statistics from the Puerto Rican Commissioner of Education and the Organization for Economic Co-operation and Development (DECD), and on secondary sources;

Freedman, Philip I.; And Others., "A Comparison of the Effectiveness of Two Approaches to the Teaching of Multiethnic Studies." Paper presented at the Northeast Regional Conference for the Social Studies (Boston, Massachusetts,) March, 1979, 18 p.

Compared in this study is the power of a directed conscious attempt to reduce stereotyping through the use of selected individuals who have achieved renown in endeavors not usually identified with the group of their origin with a similar effort which utilizes eminent persons on the basis of their celebrity with no regard to the nature of that celebrity. The hypothesis that a directed counter-stereotypic approach in a multi-ethnic setting would reduce stereotypic thinking to a greater extent than a random approach was not supported, however. Analysis by school, by classroom, and by target ethnic group yielded only one statistically significant result among the comparisons made and that one was in the direction opposite to the one posited--the

control group's stereotypic perception of blacks was significantly lower than that of an experimental group on the value thermometer scale. Although the hypothesis was not confirmed, the finding that the stereotypy aimed at blacks is significantly greater than that applied to Polish Americans agrees with the multitude of research and empirical observation that reveals that race, particularly the black race, is a substantially more powerful stimulator of prejudice than ethnicity.

Gecas, Viktor; Thomas, Darwin L.; and Weigert, Andrew J., "Social Identities in Anglo and Latin Adolescents." Social Forces 1973, 477-484. 51(4).

Social identities, conceptualized as self-designations and measured by the TST, were examined for samples of high school adolescents in three societies; the United States, Puerto Rico, and Mexico. Four identities were explored in terms of salience, frequency, and valence; gender, religion, family, and peer. For both males and females in Latin and Anglo cultures gender emerged as the most prominent identity. Religious IDs were more frequent for Catholic adolescents. The strongest cultural difference was found with respect to negative religious IDs; these were significantly more frequent for Anglo adolescents. Positive gender and family IDs were more frequent for Latin adolescents, while peer IDs were slightly more common self-designations for Anglos. These tendencies were generally in the expected direction. Social and cultural differences between these Anglo and Latin societies were considered as explanations for variations in adolescent identity structures.

Grainger, Jane, Ed., "Enduring Heritages: A Guide to Multicultural Education in the Secondary School." Menaul School, Albuquerque, N. Mex., March, 1977, 171 p.

During 1975-76, Menaul School, a private, coeducational four year high school for boarding and day students, served 137 Spanish-surnamed, 38 Anglo, 17 Native American, 4 Black, and 29 International students. Emphasizing the unique and valuable contributions of these diverse groups, multicultural education enabled the students to retain and develop their cultural identity while learning the values and lifestyles of mainstream America. During the year, multicultural themes were included in English, Spanish, French, sociology, history, New Mexico Studies. Native American Studies, environmental science home economics, music, art, and religion classes. Unit outlines are given for; English ("The Diary of Anne Frank" and writings of Asian, Black, Mexican and Native American authors); social studies (regional folklore and history and New Mexico's history and culture); home economics (Chinese, Italian, Jewish, North American, Spanish/Mexican American foods); Christian Education (religious dances from various cultures); and science (Chaco Canyon). The five major events celebrated during the year are outlined--Black Heritage Day. Lunar New Year, Christmas, a Pow-Wow, and a Mini-Course Week. Appendices include: a discussion of current emerging needs and issues; guidelines for evaluating textbooks; a listing of the nutrient content of some Southwestern foods; eight New Mexican folk tales; and a student essay on Father Antonio Jose Martinez.

Hansen, David O., "Age Variations in the Formation of Educational and Occupational Career Goals of Brazilian Youth: A Cross-Cultural Test of the Wisconsin Model." Comparative Education Review, Feb, 1977, 37-50. 21, 1.

A cross-cultural test of the Wisconsin Model was made of the intervening role of significant others' influence (SOI) & school performance (AP) between social origin (SES) & mental ability (MA), & educational (LEA) & occupational aspirations (LOA). It provided an indirect test of the hypothesis that ascribed statuses were more important determinants of aspiration than achieved statuses. Data were collected in 1973 from 928 junior high school students & 1,022 fifth graders. SES was measured by an index of summed, standardized scores of father's occupational status, education, & monthly income, & an eleven-item level of living scale. MA was measured using the G-36 IQ test. SOI was operationalized by an index of summed standardized scores for father, mother, & teacher encouragement to continue studies, & educational plans of best friends. The measure for AP was the mean score of grades in mathematics, Portuguese, & science during 1972. Measures of LOA & LEA tapped the realistic dimension of aspirations. A path model was used to present standardized & unstandardized regression coefficients. SES was more important than MA in explaining aspirations. It has substantial direct & indirect effects through SOI & they are stronger for older students. Results included; (1) ascribed statuses are more important than achieved statuses in explaning the formation of aspiration, (2) students become more realistic as they mature, (3) the Wisconsin Model is not representative of causal processes in the formation of aspirations for the study sample. Future research suggestions include: (A) elaboration of standardized cross-cultural measures for variables implicated in the status attainment process, (B) study of sex & self-concept as possibly important explainers of aspirations in Brazil, (C) collection of longitudinal data on status attainment processes in other nation-states, & (D) examination of the importance of ascribed & achieved statuses in explaining actual attainments.

Hansen, Millard., "Education para la Participation Competente (Education for Competitive Participation)." Revista de Ciencias Sociales, 17,1, March 1973, 31-42.

American education suffers from an inherent contradiction in its goals. On the one hand, it affirms that all men are equal, but on the other it prepares each one differently according to his varying talents. S. M. Lipsit argues that the contradiction between equality & rivalry is the basic tension of our culture in which these 2 concepts are fighting for dominance. In a research project conducted with Lc students in high school, it was revealed that in spite of moderate SM achieved by some, most students answered questions concerning the prestige of certain occupations in a stratified society with affirmations that all men are equal, or are made unequal only by academic achievement. The attitude of the students reflected an acceptance of

the hierarchical order as a natural consequence of the level & quality of one's education. It is not clear what the philosophical bases of competitive success are in a stratified social system. For the most part, equality of opportunity in professions open to the most talented applicants is an empty phrase. "Men are equal in some respects, but unequal in others, & good schools must provide for both circumstances."

Hernandez, Miguelina N. DE., "Necesidades Y Problemas De Los Estudiantes Adolescents de Escuela Superior en Puerto Rico"(Problems and Needs of Adolescent High School Pupils in Puerto Rico). R. Cienc. Soc. Sept. 1960, 459-482. 4(3).

Hindelang, Michael J., "Time Perceptions of Self-Reported Delinquents." British Journal of Criminology, Apr. 1973, 178-183. 3(2).

The differences in time perception between delinquents & nondelinquents as observed by S. Porteus, R. Rankin & R. Wikoff, V. Bixenstine & R. Butterbaugh, may be due to the different environments in which the S's had spent their recent past, previous to being tested &/or to the different environments in which the time perceptions of the 2 groups were measured, rather than to the fact that delinquents are being compared to nondelinquents. 337 boys from a Catholic Mc high school in Berkeley, Calif, were tested simultaneously in groups of about 25 monitored by the regular teaching staff. S's were told by a public address system that a researcher at the U of California was interested in finding out about the experiences of high school students. All freshmen, sophomore, & juniors willing to participate were given a battery of tests & asked to estimate the length of time intervals between 2 sounds made by the experimenter; intervals of 2, 10, 15, 25, & 60 seconds in length to be measured when the experimenter said 'now' & ended when he said 'now' a second time. The self-report measure of norm violations, which was embedded in the test battery included 26 activities. In 20 of the cases, those engaging in each activity, compared to those not engaging in the activity, perceived the 60 second interval as having been of longer duration, many of the activities showing significant differences in time estimation had a social component, usually done in groups or involved a victim or a partner; none was related to background characteristics as to father's education, ethnicity, or age. Noted was the inability of the shorter intervals to discriminate reliably between those engaging & those not engaging in norm-violating acts. But the fact that the estimates of the longest interval did discriminate between the 2 groups quite consistently supported the hypothesis that time passes more slowly for those engaging in norm-violating acts than for those not engaging in them, even among a relatively homogeneous high school where differences between the 2 groups might be expected to be small. That these estimates differentiated between noninstitutionalized norm-violators & noninstitutionalized non-norm-violators complements the results of earlier research & indicates the previous findings may be more than mere artifacts created by comparing institutionalized samples with noninstitutionalized samples.

"Interview With Leonard Covello." (Harvard U.) Urban R. 1969, 13-19. 3(3).

Leonard Covello (b. 1887) migrated from Italy to New York City in 1896, acquired his education in that city, and has been an educational leader in New York City since graduating from Columbia University in 1911. As a teacher and principal in two of the city's high schools. Covello took an active part in multicultural education, school-community relationships, and teachers' unions throughout his career. In this interview, he draws on a wide background to comment on current issues directly related to these three areas. Covello advocates integrated schools that are closely tied to their community.

Kleinfeld, Judith., "Effective Teachers of Eskimo and Indian Students." School Review, Feb. 1975, 301-344. 83(2).

Indian & Eskimo students are often victimized by ethnocentric teachers who blatantly disregard their cultural & ethnic backgrounds. While much literature has been written concerning this problem, conversely, research is sparse concerning effective & successful instructors. A theoretical model is developed which addresses the latter teacher-type as well as the former. Teachers of students of Ru Athabascan Indian, & of Eskimo heritage are examined. Addressed are the related questions of whether the teacher who is successful with these student-types is also successful with Ur white & black students, & whether different teaching types are more effective with different student types. Current literature is reviewed, & the necessity for ethnographic analysis to counteract the prevalent over-categorization of behavior is noted. In 1970-71, approximately 40 9th-grade teachers in 2 boarding schools of all native students, & in 5 integrated Ur high schools in Alaska were observed & interviewed. Students' verbal participation, & their cognitive levels served as measures of teacher effectiveness. Several common problems of both teachers & students are described. A comparison is drawn between effective & ineffective teachers in terms of "personal warmth vs professional distance" & "active demandingness vs passive understanding," & a typology is generated from these characteristics. Teachers who are effective with cross-cultural classroom work are characterized by a "warm demanding style" as opposed to being identifiable by ethnicity. This style can be taught (although success tends to be limited). Teachers naturally characterized by this style should be placed in cross-cultural teaching positions.

Kraybill, Donald B., "Religious and Ethnic Socialization in a Mennonite High School." Mennonite Q. Rev. 1977, 329-351. 51(4).

A study of the effects of ethnic schools on ethnicity in the Mennonite community of Lancaster, Pennsylvania. A comparative study of Mennonites in ethnic and public schools, as well as transfers, with allowance for sex and parental attitudinal changes, suggests that the prime function of the ethnic school, i.e. to solidify members in the precepts of the faith, is hardly fulfilled. The ethnic school does not change student attitudes toward orthodoxy, ethnicity, and ethnic ritual, although the ethnic school students did develop a higher avoidance pattern than their public school counterparts and a greater compatibility with their parents. All results are based on attitudinal changes over a three-year period, with testing both at the beginning and at the end of this period.

Lerner, Richard M.; Knapp. John R., "Racial Attitude Structure in Early Adolescent White Children." Journal of Genetic Psychology, Sept. 1976, 137-149. 129(1).

A total of 290 early adolescent male and female white children (mean age 12 years) were subjects in a study assessing the comparability of racial attitudes as measured by two format types, differing in permitted response variation.

Lupul, M. R., "The Portrayal of Canada's Other' Peoples in Senior High School History and Social Studies Textbooks in Alberta. 1905 to the Present." The Alberta Journal of Educational Research, Mar, 1976, 1-29. 22(1).

Analyzed are the high school Canadian history & social studies textbooks & teaching materials required or recommended by Alberta's Dept of Education since 1905; special attention is paid to such groups as the Native peoples, the Metis ("half-breeds," including Louis Riel), the Orientals, & the continental immigrants (especially the southeastern Europeans.

The impact on Canadian cultural development & identity of the massive immigration of peoples to western Canada prior to WWI was given skimpy treatment in textbooks; ethnicity (& especially language) has been testily handled since 1970. Only the "Amerinds" have been wholly rehabilitated; the Metis & Riel are nearly so. Materials used in recent years have failed to reconcile the professed commitment to cultural pluralism with the linguistic & cultural aspirations of all but the French among the nonanglo-Celtic peoples.

Marjoribanks, Kevin., "Academic Achievement, Intelligence, and Creativity; A Regression Surface Analysis." Multivariate Behavioral Research, Jan. 1976, 105-118. 11(1).

400 12-year-old English children attending junior high schools were given intelligence tests (one dealing with verbal & one with nonverbal thinking) & a creativity test at the start of the school year, & achievement tests at the end -- including standardized tests of English & mathematical understanding, & tests in French, physical science, & biological science prepared by their teachers. Multiple, regression analyses were performed & used to construct regression services, based on the equation Z = aX + bX squared + Y + dy squared + constant, where Z is achievement, X intelligence, & Y creativity. The traditional threshold hypothesis -- that above a certain intelligence level higher intelligence makes no difference, but creativity becomes important -- was not supported. Instead, it appears that creativity ceases to be significant above a certain intelligence level. Also, creativity & nonverbal intelligence show different relations to achievement in English & Physics above a certain level of verbal intelligence, showing that creativity is not simply serving the function of a 2nd Intelligence test but has distinct properties.

Martinez, Robert D., "Ethnic Heritage Study Program: A Learning Experience for the Colorado Educator." Colorado State Dept. of Education, Denver, 1979, 12 pp.

This ethnic attitude test is designed to be a learning experience in which Colorado elementary and secondary teachers can share ideas, change attitudes if need be, clarify information, and/or reinforce what they knew to be true all along about the multicultural heritage of the state. Participants are asked to indicate the extent of their agreement with 40 statements concerning ethnic or cultural studies and then compare their choices to the point of view expressed by the Colorado State Department of Education, a position which supports the view that every child should, as an integral part of his education, learn about his own and his neighbor's ethnic heritage and learn to respect cultural differences. The statements probe teacher attitudes concerning special programs for American Indians. Blacks, and Mexican Americans; ethnic stereotypes and cliches; self determination rights of minorities to control their own programs; and the role of teachers, ethnic leaders, and parents in program planning.

Miller, Michael V., "Mexican American, Chicanos, and Others: Ethnic Self-Identification and Selected Social Attributes of Rural Texas Youth." Rural Sociology, Summer, 1976, 234-247. 41(2).

As a means of exploring the hypothesis that variations in ethnic self-identification are based on social differentiation caused by objective factors within the Mexican-American population, an attempt was made to: (1) delineate primary terms for ethnic self-identification among youths residing in a relatively homogeneous area of south Tex. (2) test the generalizability of past findings, & (3) examine several factors not considered in previous research. Data were collected by means of an open-ended questionnaire administered by research assistants in the Spring of 1973 among Mexican-American high school sophomores. Findings indicate that 2 terms, 'Mexican-American' & "Chicano', were predominant, although a significant minority preferred labels devoid of reference to ethnicity. Labeling variation was found to be related to place of residence, sex, SES, migrant farm work experience, & language use predominance. Differences with other studies include the lack of preference of the term 'Latin American', which is preferred by many older Mexican-Americans. Sex related identification was most significant, & F's were much less oriented to the term 'Chicano', regardless of SES.

O'Shea, David W.; Gordon, C. Wayne; Ginsburg, Mark B., "Desegregation in Los Angeles School District: Report of a Public Opinion Survey." Educational Research Quarterly, Spring, 1976, 1-17. 1(1).

Data from a 1970 survey of PO in Los Angeles, Calif supplemented by a 1975 Los Angeles Times Survey of high school students in the same city, allow an assessment of public attitudes regarding 3 major approaches toward improving educational outcomes of the schools: desegregation, compensatory education, & decentralization. The 1970

survey sample was drawn from households in census tracts selected to yield a sample stratified by race, ethnicity, & SES & included 676 persons residing in the Los Angeles school district. Detailed cross-tabulations of the responses are presented for white-Anglo, Mexican-American, & black R's. Among other findings, these data show that while only 30% of all R's favor busing, among black persons in the sample the proportion was as high as 56%. Further, while white-Anglos strongly opposed busing, a majority of them did favor alternative approaches. Regarding compensatory education, the least support for this as an alternative to busing came from black R's. Regarding decentralization, strongest support was found among white-Anglo R's, calling into question the view that the demand for this reform primarily is from minority groups. Mexican-Americans take a very different position from blacks; they are closer to whites on many issues.

Oswald, James M. and Spitzer, Manon L. "Intercultural Social Studies: A Project For Secondary Schools." Indiana Social Studies Q. 1973, (1) 65-83 pp. 26(1): 3-95.

The development of multicultural perspectives is a significant purpose of the social studies curricula. The continuing need for comprehensive culture study materials was the primary reason for the initiation of the Intercultural Social Studies Project. Secondary Sources.

Patella, Victoria M.; Kuvlesky, William P., "Language Patterns of Mexican Americans: Are The Ambitious UN-Mexican?" Texas A & M U, College Station RSS, 1970, 0253, Session 20.

Paton, Stephanie M.; Kandel, Denise B., "Psychological Factors and Adolescent Illicit Drug Use; Ethnicity and Sex Differences." Adolescence, Summer, 1978, 187-200. 13, 50.

Of four psychological factors examined in a representative sample of NY secondary school students, only two, depressive mood & normlessness, show a positive relationship with the use of illicit drugs, especially drugs other than marijuana. The analysis is based on a multiphasic random sample of 8,206 adolescents from 18 public secondary schools, surveyed in both a stratified sample of high schools & a sample of Ss clustered by homerooms & stratified to represent different grades within each school. Ss were asked how many times they had used (ever, & in the past thirty days), for nonmedical reasons, each of eleven classes of illegal substances. Results indicated that association of depressive mood & normlessness with illegal multiple drug use varies by ethnicity & sex, being consistently stronger among Fs & among whites. Also, depressive mood is negatively related to multiple drug use for black & Puerto Rican Ms. These finds suggest that psychological factors play different roles in adolescent drug involvement within various social & cultural groups.

Hinsent, A., "The Construction and Use of Standardized Tests of Intelligence and Attainment." Pamphlet No. 3. Wales Univ., Aberystwyth, Univ. Coll. of Wcondar, 53 pp. 1960.

The British Education Act of 1944 stipulated that instruction and training be offered according to the ages, abilities, and aptitudes of pupils. One specific problem concerned the entry to secondary schools of pupils from a variety of primary schools. The resulting problem of determining the different aptitudes and abilities has been partially solved by the use of standardized tests. This pamphlet is designed to provide a brief introduction to the methods of constructing and using standardized tests, and to discuss special difficulties encountered in the construction and use of standardized tests in Wales, a mixed language area. Specifically discussed are the various kinds of standardized tests, what is meant by standardization, what such tests determine, the choice of tests, comparison of the results of various tests, and the concepts of mental age, attainment ages and quotients.

"Ponape Islands Central High School: A Case Study of Bureaucratic Organization and Cross-Cultural conflict in a Micronesian High School." International Review of Education/Internationale Zeitschrift fur Erziehungswissenschaft/Revue Internationale de pedagogie, 1974, 178-199. 20(2).

Bureaucratic organization, cross-cultural conflict, & their effects on personality formation in the American transplanted high school on Ponape in the Eastern Caroline Islands are examined. Ponape is the administrative center of 1 of the 6 districts of the UN Trust Territory of the Pacific Islands, under the Dept. of the Interior of the U.S. Government. The focus is on the school organizational structure as a network of contrived social roles held together by: (1) psychological bonds evolving from adherence to the formal structure & from resistance to that structure, & (2) the interplay of these factors. The family function & the function of schools & government clash. The main concern is with characteristics of the school as a complex formal organization & the experiences of administrators, counselors, teachers & students as participants in that organization. An examination is made of the characteristic formation in this authority system. The student is low in the hierarchy as the result of cultural & bureaucratic conflicts. Behavioral adaptation with functional rationalization is humanly alienating.

Preston, James D. and Fry, Patricia A., "Marijuana Use Among Houston High School Students." Social Sci. Q. 1971, 170-178. 52(1).

Their analysis is focused upon the association between marijuana use and the school, sex, grade level, ethnicity, family intactness, friends' use of marijuana and parents' use of drugs among 535 respondents.

Ritterband, Paul., "Ethnicity and School Disorder." Educ. and Urban Soc. 1976, 383-400. 8(4).

Summarizes a study conducted by means of a mail questionnaire distributed to high school principals in major cities 1967-69. The most significant conclusions drawn from the data are: political disorders are more likely to reside in ethnicity than in other characteristics of students and staff; both political and nonpolitical disorders are more common in the North than the South, regardless of race: political disorders are more determinate in the North; and ethnicity is a better predictor of disorder in the North than in the South.

Ritterband, Paul., "Ethnicity and School Disorder." Education and Urban Society, 1976, Aug., 383-400.8(4).

2 forms of disorders which took place in US high schools during the middle & late 1960's are identified. The sources of disorder are sought in the educational conditions & outcomes & in the ethnic composition of the schools. Data were collected by mail questionnaire's to high school principals in major cities of the US (R's from 608 schools in 45 cities were used), regarding any occurrence of conflict during the 1967-69 period. Ethnic composition accounted for far more variance than did school conditions. Political disorders were far more determinant than were nonpolitical disorders. Disaggregating by region of the country. It was found that the South was less likely to have experienced disorders & that disorders there were far more likely to have occurred randomly.

Scout, Terrence H., "School Desegregation as a Test of Superordinate Goals." U North Carolina, Charlotte, Series: SSS 1978, 1362.

Sherif's (1961) theory of superordinate goals was tested using ninth grade students from two desegregated high schools in Southern Calif. In one of the high schools (95 Anglo students, 66 Mexican-American students), the classroom grouping procedures & reward structure were changed so that students of different ethnic groups were required to interact in a cooperatively interdependent manner to achieve superordinate goals. The other high school (186 Anglo students, 35 Mexican-American students) served as a comparison group. Using a Quasi-Experimental Design which Campbell & Stanley (1963) call the Nonequivalent Control Group Design, students in both high schools were administered a Likert-type questionnaire at the beginning & end of the school year. The questionnaire attempted to ascertain student perceptions of the other ethnic group, student behavioral associations with the other ethnic group, & student attitudes toward integration. A comparison of change scores, using ANOVA & correlational analysis, in the two high schools did not show support for Sherif's theory. The students in the experimental group did not report more positive perceptions of the other ethnic group, did not report more behavioral associations with the other ethnic group, & did not report more favorable attitudes toward integration than did the comparison group. There were subsections of the sample, various combinations of ethnicity & sex, which did show positive results on certain variables. Sherif's theory should be refined to specify the achievement of superordinate goals through cooperative interdependence.

Shannon, Lael., "Development of Time Perspective in Three Cultural Groups: A Cultural Difference or an Expectancy Interpretation." Developmental Psychology, Jan. 75, 114-115. 11(1).

Investigated the development of temporal perspectives in disadvantaged subcultures and the cognitive structures underlying those perspectives. Subjects were 120 males, including 20 Anglo-Americans. American Indians, and Mexican-Americans, from each of two age groups. (10-12 and 14-17).

Stanhope, J. M.; Prior, I. A. M., "Maori and European Teenagers: A Comparison of Self and Examiner Health Appraisal: The Rotorua Lakes Study 4." Social Science & Medicine, Feb. 1976, 83-86. 10(2).

A 1972 health survey of a mixed European & Maori secondary school population in New Zealand enabled comparison between health as determined by an examining MD & as assessed by the S's who included 294 Ur & Ru residents, aged 13 to 16. SES was determined by father's or M guardian's occupation. Subjective appraisal identified respiratory symptoms, joint dysfunction, & neuropsychiatric disorders as contributing to poorer health. Examiner-determined ill-health was more common in the lowest SE strata, but showed no relation to sex or ethnicity. Among students without examiner-determined ill-health, lower SES was associated with lower self-appraisal of health. Among students having any examiner-determined abnormality, an ethnic difference emerged, but this was attributable mainly to the higher prevalence of respiratory symptoms in Maori S's.

"The Role of Self Concept in Achievement." J. of Negro Educ. 1968, 392-396. 37(4).

A study of 152 seventh graders of a junior high school in Dade County, Florida, using the Spivack Response Form. The subjects, 80 boys and 72 girls, were from 11 to 14 years old and lived in an urban, middle-class community. The study showed a relationship between the student's self concept and his grades in all major subjects except for the non-verbal subject of mathematics. It was also found that a disproportionate number of those in the inadequate Self Concept category were younger siblings. The author extends these findings to the hypothesis that possibly the Negro student's self concept has a relationship to his grades.

"Who's Fido Castro? Discovery and Disparity in a Junior High School Library." Wilson Lib. Bull. 1972, 525-527. 46(6).

A look at a typical junior high school library on Puerto Rican Discovery Day.

Williamson, Robert C., "Variables in Adjustment and Life Goals Among High School Students." Adolescence, Summer, 1977, 213-225. 12(46).

A standardized, open-end questionnaire focused on six variables & their effect on the adjustment of 2,431 students in fourteen high schools in eastern Pa. (1) Regarding sex, girls were generally more adjusted to the school & more oriented toward sociability, boys more toward mobility, (2) Regarding age or grade level, the movement from 10th to 12th grade showed a decreasing attachment to the school, (3) Curricular track elicited a greater difference than the other variables, with higher adjustment for academic rather than vocational students, (4) SC overlapped with curricular track but was less predicative of adjustment, (5) Ethnicity was uneven in its effects & possibly less valid in view of reading problems -- minorities were generally more home oriented as compared to whites, (6) The type of school (ghetto, outer city, Uc Suburban, small city, & Ru) was no less complicated than ethnicity as a factor, partly because each of the fourteen schools had its own life style. Generally the small cities produced highest school adjustment.

Yee, Tina Tong; Lee, Richard H., "Based on Cultural Strengths, a School Primary Prevention Program for Asian-American Youth." Community Mental Health Journal, Fall, 1977, 239-248. 13(3).

A program was developed in which Asian-American mental health workers in a community mental health center that had provided little service to the Asian-American population, sought to provide effective mental health models for this population. This program, described on the basis of participation, aimed to include a mental health component in a Filipino bilingual-bicultural course at a local high school over ten weekly fifty-minute sessions. Students were hired to obtain evaluations so as to avoid overly polite responses; most students favored continuing the program. The approach aimed to attain balance between the Filipino & American cultures, & to adhere to Filipino values & collaborate with the community. The basic aim was more a promotion of mental health than prevention of mental illness.

Young, Anne M., "The High School Class of 1972; More at Work, Fewer in College." Monthly Labor R. 1973, 26-32. 96(6).

Discusses employment opportunities for Mexican Americans and Puerto Rican Americans in white-collar and blue-collar industries in 1972, emphasizing high school graduates.

AN ANNOTATED BIBLIOGRAPHICAL ON BILINGUALISM AND MULTICULTURAL EDUCATION

SECTION 3

HIGHER EDUCATION

SCHOOL OF EDUCATION

UNIVERSITY OF MISSOURI - KANSAS CITY

JOSEPH P. CALIGURI

JACK P. KRUEGER

YOUNG PAI

DECEMBER, 1980

HIGHER EDUCATION

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"American Juniors in Japan." Liberal Educ. 1967, 264-270. 53-2.

Shows how Berkeley's Junior Year in Japan has been made a valuable educational experience even though the Japanese affiliate, the International Christian University in Suburban Tokyo, is not a renowned institution. The immense cultural differences which would ordinarily make American undergraduates fear a year in Japan are modified by ICU's untypical dormitory, open-stack library, and numerous courses taught in English. By thus reducing the cultural shock experienced by visiting American students, the Junior Year provides valuable insights into intercultural differences without completely overwhelming the participants. The religious aspects of ICU have proven to be no problem since no religious courses or other denominational requirements exist. Based on the author's experience as Berkeley's campus coordinator for education abroad.

"A Note On Political And Social Differences Among Ethnic College Graduates." Sociol. of Educ. 1969, 98-103. 42(1).

Reports data gathered by the National Opinion Center in 1968 from a subsample of 1961 college graduates. Indicates that even among young people with a college education, ethnic background continues to be a strong predictor of attitudes and behavior, but that wide divergencies exist among the ethnic groups within the Protestant, Catholic, and Jewish traditions.

In many instances the differences among groups within the traditions are greater than the differences among the religions themselves. The results should cause social scientists to reexamine their idea that ethnicity is no longer an important variable in American society. The seven tabulated results of responses to the questionnaire were: Political Affiliation by Father's Ethnic Background, Percentage Liberal, Racial Attitudes. Support of Student Militancy, High on Federal Aid to Colleges. Artistic and Reading Habits, and Career Choices (Academic, Private Business or Corporation). Classifies 11 groups: Protestant (English, Irish, German, Scandinavian), Catholic (Irish, German, Italian, Polish), Jewish (German, Polish), and Black.

Arce, Carlos H., "Chicanos in Higher Education." Integrated Education, May-June, 1976, 14-18. 14, 3.

Chicanos, in the US, are in a state of academic colonialism with respect to higher education. Although data are incomplete, a demographic sketch reveals the Chicano to be an average age of 18.9 years & to come from a large family. Of all Chicanos, 29% have finished high school & 9% have completed one year of Coll. This is in contrast to figures for the black & white populations which are 41% & 14%; & 63% & 26%, respectively. For persons of Spanish descent, excluding Chicano & Puerto Rican, the figures are 53% & 24%. On an average, Chicano Coll

students tend to be older & more conservative than other groups, & have lower educational aspirations. Estimates of the number of Chicano faculty in higher education show a similar disproportional under-representation in comparison to other minority groups. Three conditions that may eventually alter the colonial status of the group are: (1) representation in the academic professions, (2) access to publishing & other mass media enterprises, & (3) viable Chicano Colls & Us.

Arter, Bonnie L., "Latin Artists Here to Share." International Educational and Cultural Exchange, Spring 1975, 7-12. 10-4.

The Partners in Americas Artist-in Residence program has 3 objectives: (1) to extend Latin American cultural arts; (2) to provide opportunities for Latin American artists to teach or perform; and (3) to promote a relationship between the two partner countries.

Asher, Eugene L., "The Education of an International Conference Planner." International Educational and Cultural Exchange, Winter, 1975, 28-32. 10-3.

Discusses the Anglo-American Historians Conference, which looks at history education and new trends in teaching history, and presents valuable suggestions for planners or international conferences.

Backner, Burton L., "Counseling Black Students: Any Place For Whitey?" J. of Higher Educ. 1970, 630-637. 41(8)

Discusses the work of a white counselor-psychologist in a Negro and Puerto Rican special college program. After collecting data about the attitudes of black and Puerto Ricans students toward their white counselors, it was clear that despite exposure to antiwhite feelings and ideologies, group pressure, and white assumptions about the growth of black hostility to whites, most students liked their white counselors, and felt they had been helpful to them. Based on secondary sources and personal experience.

Bass, Jack., "Widening the Mainstream of American Culture. A Ford Foundation Report on Ethnic Studies." Ford Foundation, New York, N.Y. Oct. 1978, 41 pp.

This report describes the evolution of Afro-American, Hispanic, and American Indian studies supported by the Ford Foundation at both the undergraduate levels. An overview of the events which led to increased interest in minority/ethnic studies is provided. Specific undergraduate programs discussed include the Afro-American studies program at Yale, The Mexican American studies program at California State University, and programs for minority students at Oakes College. Aspects considered include vocational concerns of those in Afro-American studies, the demand for bilingual/bicultural education in Los Angeles, and the role ethnic studies has played in increasing minority student interest in science. Specific graduate programs referred to include the Afro-American Studies Programs at Boston University and Atlanta University, the Center for Puerto Rican Studies at the City University of New York, and the multi-ethnic program at the University of California at Los Angeles. Reviewed are strategies undertaken by these universities to develop and establish professional interest and concern for the respective minority/ethnic groups.

Beyer, Janice M.; Lodahl, Thomas M., "A Comparative Study of Patterns of Influence in United States and English Universities." Administrative Science Quarterly, March, 1976, 104-129. 21, 1.

U environment relations (as indicated by disciplinary affiliations & dept reputations), administration, & the functioning of organizational subunits, are considered in a cross-cultural comparison of U's in 2 countries. The distribution of influence is analyzed in terms of the sharing of influence in decision-making across hierarchical levels. A distinction is drawn between decentralization (the subunit's relation to the central administrations) & collegiality (relations between members of the subunit). Data were collected in 1968-69 from a stratified random sample of 80 academic dept's in 46 major U's in the US & 12 schools of study (a subunit comparable to the dept) in 2 new English U's, questionnaire's distributed to 1,164 US & 406 English faculty members were the primary source of data. A brief review of the historical development of U's in the 2 countries is presented.

Examples of the 11 decision-making areas are: (1) new appointments to academic staff (2) how to allocate school research funds, & (3) content of various degree examinations.

Influence in decision-making is shared in U's in both countries -- with variations due to discipline & subunit reputation -- & there is less collegiality within subunits & greater decentralization in English schools. The effects of size on distributions of influence & the impact of differential patterns of faculty time use are also considered.

Birnbaum, Robert., "Educational Enrollment Patterns of Minority Ethnic Groups in Wisconsin." Wisconsin State Dept. of Public Instruction, Madison, Nov. 1975, 32 pp.

This study examined the relationship between educational achievement and ethnicity as related to enrollment patterns of Wisconsin high school and college students. The purpose of the study was to identify the points at which minority students leave the educational system. The data utilized for the study were the enrollment data for 1973-74 and 1974-75. Cohort-survival models of Wisconsin students moving through high school, from high school to the University of Wisconsin and through the university were used. Ethnic identification was the independent variable. The study had three major findings. Ethnic composition in the school district is itself related to attrition patterns. Minority high school graduates are as likely to attend the University of Wisconsin as are non-minority high school graduates. The flow of students through the university system may indicate higher attrition for some minority groups compared with non-minority students. The study concluded that without a change in the Milwaukee secondary school attrition pattern, minority groups will never be proportionately represented in the higher educational system of the state. Furthermore development of support programs for minority students in the university system might also have a significant affect upon college enrollments.

Bishop, Charles., "Teacher Exchange: From Kansas To Canada." Community College Frontiers, Winter, 1976, 43-44,46. (4, 2)

An American community college instructor describes his experience teaching at Seneca College, a two-year institution in suburban Toronto, Canada. Administrative structures, teaching methods, and environments are described and compared.

Breed, George; Colaiuta, Victoria., "Looking, Blinking, and Sitting: Nonverbal Dynamics in the Classroom." Journal of Communication, Spring, 1974, 75-81. 24, 2.

Observations were made of an advanced social psychology class at the U of South Dakota in which 52 students were enrolled. During 15 class sessions, each student was rated over at least 1 20-second interval for nonverbal behavior such as looking at instructor, writing, blinking, playing with hair. Seating charts for each class session were prepared which yielded 3 dimensions: (1) territory -- consistently sat in a specific row or row-column configuration, (2) row block -- group of rows in which student consistently sat, &(3) column block -- group of columns in which student consistently sat. Each dimension also had a variable group. Comprehension was measured by midterm & final scores on tests of course content. Statistical tests used in analyzing the relationships between these variables included multiple regressions & multiple discriminant analyses. Test scores were positively associated with looking at the instructor & writing time, & negatively associated with looking around & blinking. Nonverbal behavior was also associated with seating position. A tentative relationship was found between seating choice & test scores; those with the highest scores were students who could not be categorized as sitting in a specific territory. A model of classroom dynamics is suggested, based on the results of this & earlier studies.

Cahnman, Werner J., "Robert E. Park At Fisk." J. of the Hist. of the Behavioral Sci. 1978 - 328-336. 14(4).

Nothing is known about Robert E. Park's last years at Fisk University He retired to Fisk University in 1935. The following account reports about the positions that Park held in the last two years of his life, about research, the teaching of sociology, human ecology, and especially about various aspects of race and intercultural relations. In the conclusion, Park's theoretical notions are evaluated.

Cardenas, Gilbert., "Who Are The Midwestern Chicanos: Implications For Chicano Studies." Aztlan 1976, 141-152. 7(2)

Introduces an issue devoted to Chicanos in the Midwest. Briefly reviews each article presented and notes that important areas of investigation, e.g. Puerto Ricans in the Midwest and Chicanos in the Great Plains states, remain untouched. Attempts to provide a theoretical framework for understanding the study of the Midwest Chicano experience, which is essential for broadening and clarifying a discipline too closely tied, until recently, to the Southwestern United States. Points the way toward a national geopolitical perspective in Chicano studies. Notes the growth since 1970 of institutions, e.g. the Midwest Council of La Raza, Inc. at the University of Notre Dame, for promoting Midwest Chicano studies.

Cardenas, Jose A., "Keynote Address: National Conference on the education of Hispanics." Intercultural Development Research Association, San Antonio, Tex., Aug. 1978, 17 pp.

Although in recent years federal, state and local initiatives have been directed toward improving the education of Hispanic Children, no significant impacts have as yet been made. The Major weakness may be that strategies are still being designed against the characteristics of the larger society and not against the particular minority group. Federal funding has been small, both in the number of federal dollars as well as in the percentage of target population served. The strongest federal effort has been funding for the bilingual education programs, and these have been enthusiastically received by the target population. However, hampering the success of bilingual education has been (1) the lack of a philosophical base, (2) inappropriate research and development efforts, (3) lack of leadership for proper program implementation, and (4) the "poorly conceived and even more poorly implemented" evaluation of bilingual education by the American Institute for Research for the U.S. Office of Education. Problems in the education of Hispanic Americans are not limited to the elementary-secondary level, for lack of both federal and institutional responses have essentially excluded Hispanics from participation in Higher Education. Hispanic American leadership is sorely needed for the education of Hispanic American children; coalitions must be developed and directed to work toward meeting the educational needs of America's eight million Spanish-speaking children.

Carey, Phillip; McLaughlin, Steve; Patton, Michael; Tavakoliyazdi, Mohammed., "Selection without Discrimination: An Analysis of the ASA Minority Fellowship Program." Sociology of Education, Apr. 1977, 144-150. 50,2.

The dynamics of the American Sociological Assoc's Minority Fellowship Program, designed to aid minority graduate students obtain a doctorate degree in sociology at a U of their choice, are analyzed. Between 1974 & 1976, 527 individuals applied for the Fellowship. The average age was 28, most applicants were single, the proportion of Ms to Fs was fairly equal, & blacks were the most frequent minority applicants. The equitable nature of the process used to select award recipients is emphasized. The fellowships awarded were distributed equally among the sexes when effects of each of the indicators of academic credentials are controlled. Similar conclusions were drawn regarding age, marital status, & geographic region of origin. The American Indian & Puerto Rican samples received a significantly higher proportion of the awards than did other minority groups.

Carranza, Elihu., "A Model for Intercultural Studies." Community and Junior College Journal, Oct. 1978, 30-2. 49, 2.

Analyzes the Mexican-American studies interdisciplinary program at the San Jose City College campus. Outlines the major premises, goals, and stages of the program. Includes flowcharts and diagrams.

Christensen, Harold T., "Mormon-Sexuality in Cross-Cultural Perspective." Dialogue 1976 10(2): 62-75. 10(2).

Examines several studies of Mormon and non-Mormon college students' attitudes toward premarital sex from the late 1930's to 1968.

Christensen, Harold T., "Attitudes Toward Marital Infidelity: A Nine-Culture Sampling of University Student Opinion." Journal of Comparative Family Studies, Aut. 1973, 197-214. 4, 2.

Cross-cultural comparisons of attitudes toward marital infidelity are based upon questionnaire data from 9 Coll's & U's located in parts of Asia, Europe, & the US. For the most part, the investigation was carried out in 1968. With 3 of the cultures this was a replication of a 1958 investigation, which make time comparisons also possible. Findings show extramarital coitus was totally rejected by more than 50% of all R's, but proportions taking this position varied across the cultures from less than 9 tenths to about 9 tenths. Rejection was disproportionately higher in the Asian & religious cultures, higher for F's than M's higher with R's who had not experienced premarital coitus, & higher with each assumed increase in competing commitment. Rejection of extramarital coitus & acceptance of the double standard were found to go together.

Ciampa, Bartholomew J., "Multicultural Education: Where Do We Go From Here?" 1978, 13pp.

It is pointed out that establishing classroom environments enabling students to actively engage in cross-cultural interaction and communication is essential to the success of a culturally pluralistic society. In this examination of an effective multicultural teacher education program it is implied that each institution has the responsibility for retraining faculty in attitudes conducive to cultural integration. Using the Italian American as an example of an ethnic group, five typical negative means of stereotyping are identified: (1) occupation class; (2) custom, religion, and politics; (3) "natural" inclinations; (4) illiteracy, crime, and delinquency within geographical areas; and (5) derogatory characterization. A single course on ethnic culture presented by a member of that particular ethnic group is regarded as limited and nonproductive; instead an integrative approach is suggested for a complete multicultural curriculum. Each course in such a curriculum could be modified to include multicultural elements. Such considerations as the contributions by individuals from diverse cultural backgrounds, religious, or political affiliations, and persons with divergent personal characteristics or preferences would enrich such a curriculum and provide a wholesome culturally pluralistic environment.

Claerbaut, David., "Ethnicity in the American University System." 1977, 11p.

This paper examines the current state of ethnicity in the American university system, using the sociological paradigms applicable to majority-minority relations in its analysis. The English scholasticist-elite concept from which the American concept of higher education grew, focuses on white middle class cultural interests, and arises out of a white, Northern European perception of history, culture, and logic. This view of education has been challenged by a more egalitarian concept which puts forth the notion that education should serve the entire society, by offering each citizen the opportunity to develop his or her potential to the highest possible point. The collision of these two views is at the core of much of the majority-minorty tension in higher education today. The American university system is still largely controlled by individuals who are deeply imbued with the scholasticist-elite notion. The university has not made the transition to the egalitarian concept. If the white middle class, scholasticist-elite oriented population is viewed as a majority group and the racial and ethnic minorities are collectively viewed as the minority group, it is possible to sharpen the focus on the problem by employing the perspectives operative in majority-minority relations. The current situation in the university system seems to fall somewhere between conciliation and conversion. Changes are due largely to governmental intervention in the form of the enforcement of Civil Rights guidelines and should move in the direction of pluralism and diversity.

Clark, Michal C.; Nieto, Jesus G., "Project M. E. CH. I. C. A.; Materials para Estudios Chicanos Interculturales de America. Final Project Report." Bakersfield Coll,, Calif, Nov. 1975, 63pp.

A group of 25 Chicano, bilingual, community college students were selected to participate in this curriculum development project, 15 spending an entire semester in Mexico, and 10 going on a shorter tour. The major objectives of the project were; (1) to develop and disseminate bilingual Chicano Studies curriculum materials; (2) to train school personnel in the use of these materials; and (3) to develop an intercultural dimension to Chicano Studies. Fourteen teaching modules for public school classrooms were developed by the participating students, each providing prototype of necessary curriculum materials and orientation and resource materials for the teacher. Among the other project achievements were a Chicano literature anthology, an anthology on Mexican and Chicano thought and philosophy, an anthology on Mexican and Chicano art, videotapes, poetry tapes, a catalogued collection of pictures and slides, collections of Chicano Studies books and records, a comprehensive bibliography of Chicano Studies materials, and indices to Chicano Studies materials. The anthologies, indices, and media materials form a core of curriculum materials for use at the community college level. Special attention is paid to the international and interinstitutional aspects of the project, and the curriculum model is discussed in detail.

Cleveland, Harlan., "The Little League and the Imperatives of Interdependence." Paper presented at the Annual Meeting of the National Association of State Universities and Land Grant Colleges (Washington, D.C., November 1974) 13p.

The adult leaders of the Little League baseball organization announced that their "world series" would be limited to American teams. This raises a question about the capacity of Americans to adjust to a world in which power is diffused and centers of decision are plural. First one must consider whether the leaders of public higher education still have jurisdiction over what is taught and learned in college, or whether future decisions about education are going to come from the outside communities that both criticize and support higher education. Who gets in and what they need to succeed when they emerge has passed largely out of the jurisdiction of higher education's leaders. The author suggests that the policy of meeting each new demand by increasing present course structures has gone far enough. It may be time for a new kind of course curriculum, including training in integrative brainwork, a capacity for self-analysis, education about social goals, public purposes, and ethics, some practice in real-world negotiation, and some knowledge required to take up citizenship in the world. Americans must be able to cope with the world interdependence. The capacity of Americans to cope with interdependence will depend most on two factors--the nature of their education and the quality of their leadership.

Cole, David L., "Teaching the Cultural Biases of Social Psychology." Paper presented at the Annual Convention of The American Psychological Association (84th, Washington, D.C., September, 1976) 8p.

This paper describes how the author has used children's stories, published in the People's Republic of China, to explore the ethnocentrism in American academic social psychology. The stories are read to students in the author's undergraduate classes in social psychology, who then discuss the themes of the stories. Comparisons are made with stories commonly available to children in this country. Major emphases in the stories from China include: (1) an emphasis upon helpfulness and cooperation in the pursuit of group goals; (2) a minimizing of roles defined by sex, age, or social prestige; (3) the early introduction of children into adult roles; (4) error seen as ignorance, calling for reeducation rather than punishment; (5) care of personal and group belongings. The frequence of these themes is contrasted with their appearance in American children's literature. Attention is then directed to the cultural differences which have been noted, as these relate to emphases within areas of interest common to American social psychologists. To date attention has included the various psychological needs identified by Henry Murray, with particular attention to the achievement motive. Maslow's need hierarchy is reexamined in terms of the orientation of the Chinese stories, and a similar reexamination is made of Kohlberg's stages of moral development.

"College and University Partnership Program. 1978 Project Report." College and Univ. Partnership Program, Inc., Memphis, Tenn. 1978, 30p.

The College and University Partnership Program was designed to facilitate partnership arrangements between American private colleges and regional state universities and comparable Japanese universities. The two-year program has two main areas of activity--completion of surveys on higher education in the two nations and the development of pilot exchange programs between the two countries involving educational and cultural groups. A survey of 500 higher education institutions in the United States and approximately 150 Japanese colleges and universities is currently being completed and its publication is expected in 1979. Exchange programs were begun in 1978 and it is anticipated that 15 American and 15 Jananese institutions will participate in the partnership linking in the summer of 1979. Additionally, three cultural performing groups were brought to the United States under the program and were well received. Program planners are projecting eight cultural performing groups to participate in the program in 1979. Much of the report is appendices including the survey instrument, statistical data on participation, listings of academic disciplines, and a report on the higher education survey in Japan.

Cormack, Margaret L., "American Students In India: Ambassadors or Cultural Polluters?" Internat. Studies Q. 1973, 337-357. 17(3).

Discusses the problems with the University of the Pacific's intercultural program of sending American Undergraduate students to study in India.

Cossey, Beatrice D. Abel., "A Comprehensive Process for Developing Bilingual/Bicultural Occupational Educational Programs." Paper presented at the Conference on Need Assessment, Ohio Board of Regents. April 1979, 36p.

After discussing some of the complex problems related to the educational participation of the growing population of bilingual/bicultural adults in California, this paper explores the new importance and role of adult education and career development with respect to this group. The paper goes on to describe a bilingual/bicultural vocational training project developed by Cavilan Community College (GCC) for an off-campus extension center in the Village Avante housing project, comprised almost entirely of Chicano families. The program was intended to assist in development of adult career plans; provide exposure to experiences outside the housing project; and promote the transition from classroom activities to a continuous process of work and education. Aspects of the program include: a family/community approach to education; longitudinal program assessment; and an informal preschool laboratory and a formal bilingual/bicultural child development center which serve as work experience stations for adult students seeking to become certificated preschool classroom aides. The program involves three phases. Phase I provides an orientation to consumer information. Phase II integrates students into local classroom and laboratory experiences and stresses early childhood education. Phase III includes language and traditional academic classes at GCC. The program is presented in schematic form and appendices cover specific program aspects.

"Culcon Promotes U.S.-Japan Contacts." International Educational and Cultural Exchange, Fall 1974, 23. 10(2).

Culcon, the Conference on Cultural and Educational Interchange between the U.S. and Japan, seeks to deepen understanding between the two countries and broaden their bases of exchange.

Daniele, Susana M., "Models in Bilingual-Bicultural Education: The Community College of Philadelphia Experience." Paper presented at the Annual Conference of the Eastern Community College Social Science Association. April 1977, 21p.

This paper presents a brief historical overview and summary of the various approaches and recent developments in the field of bilingual education. The controversy that exists with respect to the different approaches to bilingual education has prevented the development of national goals and guidelines and the preparation of adequate evaluation instruments. Educators are now striving to remove the stigma that bilingual education is only compensatory education for the disadvantaged. Efforts are being made to demonstrate the importance of establishing and maintaining bilingual programs. The Bilingual Education Act was enacted in 1968, and in 1974, educational amendments were introduced to authorize funding for the Bilingual Education Program so that its goals could be reached. Considerable inroads have been made in the field of bilingual-bicultural education at the elementary and high school levels. However, institutions of higher education have been slower in providing equal educational opportunities. The second part of this paper focuses on a model developed at the college level which is designed to serve the special educational needs of a sizeable number of Spanish dominant students attending the Community College of Philadelphia. A major goal of this program is to provide the city's Hispanic community with an opportunity to acquire English language proficiency through its intensive English as a second language component, and to increase access to post secondary education for Hispanic students in the Philadelphia public schools.

"Data On Earned Degrees Conferred From Institutions of Higher Education by Race, Ethnicity and Sex, Academic Year 1975-1976." Volumes I and II. Office for Civil Rights (DHEW), Washington, D.C., April 1978, 170p.2.

Data on earned degrees conferred from institutions of higher education by race, ethnicity, and sex for the academic year 1975-1976 are recorded in this two-volume report. The report is divided in the following four sections: Section 1: Degrees Conferred by Institution; Section 2: Degrees Conferred for Major Field by Institution; Section 3: Degrees Conferred in Public Institutions; and Section 4; Degrees Conferred in Private Institutions. Each section contains several tables listing statistical data. Degrees covered within each section include bachelor's, master's, doctoral, first-professional degrees, and associate degree and other awards based on less than four years of work beyond high school. Data for the report were collected through

the survey "Degrees and Other Formal Awards Conferred Between July 1, 1975 and June 30, 1976," which is part of the Higher Education General Information Survey (HEGIS XI) conducted by the National Center for Education Statistics. All institutions receiving federal financial assistance in the 50 states, the District of Columbia, and outlying areas of the United States were surveyed for this study. Racial, ethnic, and sex enrollment data were included by the Office for Civil Rights under authorization of Section 80-6(b) of the regulations implementing Title VI of the Civil Rights Act of 1964 and similar provisions implementing Title IX of the Education Amendments of 1972. Requirements for reporting and definitions of terms are found in the Instruction Sheets for the survey instrument in Appendix A. Technical notes are covered in Appendix B.

de los Santos, Gilberto., "El Paso's Organizational Development Model." Community and Junior College Journal, Oct. 1975, 16-17. 46(2).

The success of El Paso Community College (Texas) is attributed to its early definition of instructional thrusts including: systematizing and individualizing instruction; increasing awareness, sensitivity, and appreciation of the culture of the students; development of staff bilingual capabilities; development of staff teams versed in management by objectives methods.

de los Santos, Gilberto., "An Operational Model for Bilingual Education." Paper presented at the Symposium on Bilingual/Bicultural Education: Effects on the Language, Individual and Society (e) Paso, Texas, June 1975. 22p.

Over 1,100 community and junior colleges are currently enrolling students in the United States. In Arizona, California, Texas, New Mexico, and Colorado where the proportion of the population is about 20 percent Spanish speaking, there are about 210 two-year colleges. Studies indicate that 75 percent of all Mexican Americans attending post-secondary education are enrolled in community colleges. In 1971, there were 121,897 students enrolled in Texas community colleges: of these, 17,893 (14.6 percent) were Mexican Americans. Yet, few 2-year colleges report any significant progress in bilingual-bicultural education. The El Paso Community College is one of the few which has achieved some degree of success in bilingual-bicultural programs. It has pursued an instructional improvement phase which focuses on the development of a competency-based, learner-oriented model of instruction in which faculty development is essential. This paper discusses the learner-oriented model being developed at El Paso Community College.

De Torre, Emilio; Fradkin, Bernard., "Bilingual Resource Centers and Federal Funding." NALLD Journal, Spring-Summer 1976, 10, 3-4, 11-15.

College bilingual education programs seeking federal funds were hampered by the requirement that they cooperate with local education agencies. A resource center in bilingual education can support programs with instructional materials, testing, and multiplying time available to teachers. Bilingual teacher education in special learning laboratories is a promising development.

Deutsch, Steven E., "The Impact of Cross-Cultural Relations On The Campus." Sociology & Social Research, Jan 1969, 137-146. 53(2).

No description.

Dollar, Bruce; Gittell, Marilyn., "Cultural Pluralism in Higher Education." Social Policy, Nov.-Dec. 1974, 38-45. 5(4).

An examination of alternative models of community-based colleges, designed by minority groups as institutional efforts to foster cultural pluralism and social mobility without their own cultural identity being compromised. This approach is evaluated and contrasted with the development of various bicultural or bilingual programs in which the emphasis has been on influencing attitudes rather than on changing institutional structures.

Dollar, Bruce and Gittel, Marilyn., "Cultural Pluralism in Higher Education." Social Policy 1974, 38-54. 5(4).

Comments on the problems of unassimilated minorities in American colleges and describes institutions, particularly community colleges, created to provide minority education.

Driedger, Leo., "Ethnic Self-Identity: A Comparison of Ingroup Evaluations." Sociometry, June 1976, 131-141. 39(2).

A study to define & explain various expressions of ethnicity through use of an inventory designed to measure degrees of self-identity with respect to ingroup affirmation, in group denial, ideal self-identity, & real self-identity, was developed. The sample included 1,560 students at the U of Manitoba (15% of the undergraduate enrollment). A 7-part questionnaire included Worchel self-identity, Likert-type cultural identity, semantic differential, & cultural behavior questions. The Worchel self-identity data were used most extensively in the report. Comparison of 7 Winnipeg ethnic groups indicates strong ingroup affirmation among French & Jews, & weak ingroup affirmation among British, Scandinavian, & Polish groups. French & Jewish institutional completeness seemed mainly responsible for strong ethnic identification & solidarity. High SS & identification with dominant charter groups appeared responsible for low degrees of ethnic denial found among British, Scandinavian, & French groups.

Duley, John., "Out-Of-Class Contract Learning at Justin Morrill." New Directions in Higher Education, 1975, 53. 3(3).

Three uses of contracts at Michigan State's Justin Morrill College in cross-cultural field study, independent study, and community project field education.

Elam, Ada M., "Two Sides of the Coin: White Students in Black Institutions." Journal of the NAWDAC, Winter 1978, 57-61. 41(2).

This article reviews the extent of white enrollment at black colleges, the characteristics of white minority students, the motivation of whites in attending black colleges, white and black reactions on campus, the impact of white students on black campuses, and resulting attitudinal changes of blacks and whites.

"Ethnicity: A Neglected Dimension of American History." Internat. Migration R. 1969, 58-63. 3(3).

Describes a session of a meeting of the Organization of American Historians which was dedicated to a study of ethnicity. The session was chaired by Merle Curti (University of Wisconsin), with Rudolf Vecoli (University of Minnesota) as main speaker and Rowland Berthoff (Washington University, St. Louis) and Arthur Mann (University of Chicago) as discussants.

"Ethnocentrism And Space Superiority Judgments Following Cosmonaut and Astronaut Flights." Public Opinion Q., 1963, 604-611. 27(4).

University of Kentucky students were tested on ethnocentrism concerning the superiority in space of the USSR and the United States. The authors conclude: "While the acceptance of evidence against in-group superiority will be resisted more by individuals high in ethnocentrism (and authoritarianism) than by those low in it, evidence favorable to the in-group will be grasped more eagerly by the former to boister favorable beliefs."

Fersh, Seymour., "Cultural Studies; Becoming Our Own Teacher." New Directions for Community Colleges, Summer 1979, p31-36. v7 n2.

Fersh argues that the increasing interdependence of nations and technological changes make it important for students to learn more from, as well as about, their world. Discusses the ability of cultural studies to provide the content necessary to enable students to become their own teachers and continue the process of self-education.

Forbes, Jack D., "Racism, Scholarship and Cultural Pluralism in Higher Education", California Univ., Davis, Tecumseh Center, March 77, 41p.

Education cannot be discussed apart from the social conditions surrounding it, since the school is not immune from cultural, economic, political, or class considerations. Therefore, it is extremely important to keep in mind the historical and contemporary circumstances which, in large measure, determine the function, purpose, and style of any given university or college. Thus, the struggle for racial justice in higher education aims to alter the mission, curricula, and values of the university so as to make it a culturally plural, non-racist institution. Exploratory and tentative in nature, this monograph examines

the abyss which separates the perceptions and feelings of most non-whites, especially of Native Americans, from those of the dominant white elite in higher education. Topics include: the development of a mono-cultural university (e.g., the University of California); segregation and bias in institutions of higher education; ethnicity and academic life; research, scholarship and ethnic bias; the faculty's ethnicity, their creative products, and their promotion; and the future of minority groups in higher education.

French, Laurence and Hornbuckle, Charles., "Cultural Clash in Our Educational System; The Need for a Multicultural Philosophy in Higher Education." Indian Hist. 1977, 33-39. 10(4).

The educational system, operating on a unicultural basis, has failed to provide a suitable education for minority cultures, including Native Americans. The emphasis on white cultural values fails to meet the needs of minority ethnic groups and results in high rates of failure and dropouts. The adoption of a multicultural approach to education, particularly at the college level, would improve education for all. Specific suggestions are made for improvements in the educational system in the Eastern Cherokee reservation in North Carolina, and in the Native American curriculum at the nearby Western Carolina University.

Frideres, J. S. and Goldenberg, Sheldon., "Hyphenated Canadians: Comparative Analysis Of Ethnic, Regional and National Identification Of Western Canadian University Students." J. of Ethnic Studies, 1977, 91-100. 5(2).

Notes the problematic nature of the concept of identity and its systematic relationship to other structural and contextual features. Relates this to the upsurge of interest in ethnic identity in Canada in recent years and the official policy of multiculturalism. Urges social scientists to pay greater attention to these phenomena. Reports the results of a questionnaire survey of 213 native born and naturalized Canadian students as to their levels of ethnic, regional, and national identity consciousness. Results display high national identification, slightly lower regional identity, and very low ethnic identity. Possible social and psychological factors such as age, sex, father's occupation, residential mobility seem to have no significant bearing on the intensity or salience patterns of the three dimensions of identity. Some sense of unified Canadian history is therefore emerging, although in the West it must compete with a high regional identity; or, perhaps, ethnic oriented youths do not attend universities.

Garcia, Esteve; Cirino, Joel; Cirino, Gabriel., "Los Problemas Estudiantiles de la Universidad de Puerto Rico." (The Problems of Students at the University of Puerto Rico in 1971). Revista de Ciencias Sociales, Sept. 1972, 419-430. 16(3).

The problems facing 359 students at the U of Puerto Rico, Recinto de Rio Piedras in 1971 are discussed. From a total of 16 possible problems presented to the students, the 5 most important were: (1) interruptions and loss of class time; (2) the processes of graduation, (3) the lack of student information & orientation services; (4) the limitations of classes offered; & (5) the obtaining of books & materials for studying. The students also pointed out the crowding of students in classrooms, ineffective teachers, & the lack of Comm between professors & Admin. Solutions were proposed for each of the problems, & 70% of those responsible for the problems felt that the study was helpful to them.

Gellner, Ernest., "Ethnicity and Anthropology in the Soviet Union." Archives Europeennes de Sociologie, 1977, 201-220. 18(2).

An account of the development of a strong interest in contemporary ethnicity in anthropology in the USSR. What in the UK is called social anthropology is known as 'ethnography' in the USSR, & is taught in the Us & studied at an Instit of Ethnography in the Soviet Academy of Sciences, with two main centers in Moscow & Leningrad. Described is the way in which the scholarly & research interests of members of this institute tend to go in three main directions: (1) general theory of the historical development of human societies, (2) specific studies of vast or archaic social structures, & (3) the contemporary cultural phenomena of ethnicity, notably within the USSR. It is this last trend that is both the newest & possibly the most vigorous.

"Germany Looks Towards U.S. Bicentennial." German Information Center, New York, N.Y., June 1975, 12p.

This bulletin discusses and describes four projects constituting German's contribution to the American Bicentennial: (1) the establishment of the John J. McCloy Foundation for German-American exchange, (2) the permanent endowment of the Theodor Heuss chair at the Graduate Faculty of Political and Social Science at the New School for Social Research in New York, to be held yearly by a visiting German scholar, (3) the establishment of a chair for a visiting professor at Georgetown University in Washington, D.C., and (4) the gift of a planetarium-projector to the planetarium in the Air and Space Museum of the Smithsonian Institution in Washington. Further bicentennial projects in the form of cultural contributions include various performances, exhibits, films, and publications. A discussion of German contributions to the Bicentennial celebrations as a public demonstration of partnership between Germany and the United States is included in the bulletin, along with a list of interesting facts concerning German contributions to American history.

Gill, Robert M., "Quebec's French-Language Universities and the Politics of Development." Paper presented at the Annual Meeting of the Western Social Science Association (Denver, Colorado, April 1977), 43p.

The government of Quebec looks to the province's French-language universities for several contributions in strengthening the position of the French Canadian language and culture in Quebec. The enrollments in these universities have increased in the past fifteen years, and French-language universities are expected to educate and train increasing numbers of qualified students to fill key positions in the Quebec economic structure. Problems in the Quebec work world which limit the accessibility of higher-level positions to academically qualified French Canadians have been met by programs of "francophonisation" (intended to make key positions available) and "francisation" (to encourage the use of the French language). Other problems involve apparent cultural differences between French and English-speaking Canadians. Educational planners have emphasized the goal of economic development while assuming the universities' role as agents of cultural access. They have avoided considering the possibility that the French Canadian national goals of cultural and economic development are incompatible in light of current French Canadian cultural orientations. Differences do exist, then, between the relationship of universities and development in any society, and the concepts and expectations of them as held by French-speaking Quebeckers.

Glickman, L. Jane., "Federal Funds: Preparing for Bilingual Education." American Education, Aug/Sept. 1977, 31-2. 13(7).

Some 129,000 bilingual teachers are needed to instruct students of limited English-speaking ability in elementary and secondary grades. Discusses the impact of the Bilingual Education Act in developing bilingual teacher training and describes some notable bilingual training programs for student teachers at a number of universities.

Gonzalez, Carlos; And Others., "Counseling The Mexican-American Student: A Position Paper." March 1972, 11p.

The authors attempt to increase understanding of the Chicano student in a community college setting. The attitudes and values of a counselor are very important in a counseling relationship; therefore, a counselor must be honest with himself in analyzing his own feelings about those who are different from himself. Many Chicano students enter community colleges with a definite identity crisis. They have been living in two cultures, believing that they must totally accept one and reject the other. A counselor has a responsibility to educate himself about the history and culture of the Mexican-American and to take an active part in helping students resolve their identity crises. In addition it is important for students to be encouraged to study the history and culture of the Mexican-American (i.e., Raza classes).

Goodman, Paul Wershub; Brooks, Bonnie S., "A Comparison of Anglo and Mexican-American Students Attending the Same University." The Kansas Journal of Sociology, Fall, 1974, 181-203. 10(2).

A survey of 148 monolingual (Anglo) & 153 bilingual (Mexican-American) students attending the same U was made using a socioloinguistic background direct answer questionnaire developed for this study, 480 unmarried; full time, undergraduate students were selected at random from the Registrar's roster, stratified by sex, ethnicity, & academic class. 63% (N=301) of the students agreed to participate & completed the questionnaire. R's of Spanish surname were classified as Mexican-American & all others as Anglos. A 5 level SC scale using a revised Hollingshead & Redlich educational score plus an occupational score derived from Duncan's SE Index was invented. Father's occupation & education was used to place students in SC categories. Data were coded & transferred to IBM cards. Statistical method included the Kolmogorov-Smirnov one tailed test, the difference of the Means test & Binomial test. The .05 level of confidence was established for acceptance of differences. Anglos had higher SC standing, received higher hourly wages, & had fathers who received higher yearly salaries. Mexican-American students were more financially autonomous, had more siblings, & used more Spanish in all settings, They also rated themselves higher in Spanish capability & lower in English capability than the Anglo students. Further differences were that the Mexican-American students felt a better grade of Spanish was being used locally & that they had made more effort to improve both their English & Spanish skills. Similarities included age, level of aspiration, % of working students, N of hours employed, & % in receipt of loans, scholarships, & grants.

Gottlieb, David and Sibbison, Virginia., "Ethnicity And Religiosity; Some Selective Explorations Among College Students." Internat. Migration R. 1974, 43-58. 8(1).

A study of ethnic-religious factors as an integral part of the socialization process.

Gottlieb, David; Sibbison, Virginia., "Ethnicity and Religiosity; Some Selective Explorations among College Seniors." International Migration Review, Spring 1974, 43-58. 8(1).

Data reported from a survey of work & life-style-related attitudes & expectations conducted among 1,860 graduating Coll seniors in 1972, consisting of approximately equal numbers of M's & F's enrolled in 5 Pa schools, support the view that ethnic-religious variables are somehow an integral part of the socialization process. When ethnic-religious backgrounds of the participants are controlled, dramatic & significant differences are found. The dependent variables included sex, mid-high & high SES, political attitudes, sex-role orientations, Coll attendance, work attitudes, self-selected personality characteristics, & post-Coll expectations. The socialization impact of ethnicity & religiosity are shown to warrant more research & study.

Grant, Nigel., "Scottish Education: A Brief Guide for the Perplexed." Trends in Education, Dec. 1976,4,4-12.

Investigates the essential differences between the English and Scottish systems of education.

Gras, Alain., "Social Scientists and Other University Teachers in Sweden: Protest or Conformity?" Social Science Information, Dec. 1972, 11, 6, 61-79.

The aim is to take a look at one aspect of Swedish civilization by examining the collective att's of teachers in higher educ. A 10% sample of the 6,000 U teachers was drawn at random. The questionnaire had 55 questions (10 open), & the response rate was 83%. Workers' sons account for only 13.5% of the.sigma. In the sample, but the rate is 17% in technical disciplines & 7 to 8% in medicine & law. The Wc supplies more instructors than assistant professors, & is esp underrepresented among full professors. There are 3 obstacles to the democratization; homogamy, pursuit of elimination within the system. technico-scific orientation of Lc's. Thus the variable "motivations" does not account for the process of U selection which favors a certain class to the detriment of others. Other concepts, such as "class ethnocentrism" & S-cul determinism" are necessary. The cross-tabulation of pol'al preferences shows that the more conservative instit's are Medicine & Letters, & the more progressive are Soc Sci's & Natural Sci's. Concerning the soc preferences & more specifically the future of our society, 75% of the teachers in professional technical Sch's & in soc sci's agree in rejecting the hyp's of a highly unfavorable evolution, against 50-60% in the other faculties. It may well be that the reduction of human & soc problems to technical problems ought to benefit the socialist. In Sweden, reformism employs the most classic techniques of liberal econ's, but these techniques must change their ideological reference &, quite naturally the experts in SR are trusted with the job of legitimizing utilization.

Reformism does not want an ideological struggle & did not need it: capitalism with a human face is perhaps only a temporary solution, but is singularly effective.

Greeley, Andrew M., "Anti-Catholicism in the Academy." Change, June 1977, 9, 6, 40-3.

A prominent Catholic educator says American academics discriminate against white ethnics, labeling them culturally inferior and socially deficient. The comments are based on research done by the Center for the Study of American Pluralism on a national sample of 18,000 cases.

Grosso, Anne D., "Hostos Community College; Vehicle for Social Change." Community and Junior College Journal, Oct. 1977, 6-9. 48(2).

Describes the founding and development of Hostos Community College. Hostos serves a predominantly Puerto Rican student body and is the only postsecondary educational institution in the continental U.S. to offer a comprehensive bilingual program.

Hamilton, Cheryl R., "Teaching Intercultural Communication on the Community College Level." Paper presented at the Annual Meeting of the Speech Communication Association (62nd, San Francisco, December 27-30, 1976).

Although intercultural-communication courses are increasing in universities in this country, very little interest in these courses is displayed on community college campuses. This paper presents and discusses procedures for community colleges to develop an effective course in intercultural communication. Consideration is given to the initial planning stage (where to start, an appropriate vehicle for offering the course, who should teach the course, and interdisciplinary approaches); course content (determining the type of course, general course content, interpersonal or historical approach, interracial or international approach, cognitive input or experiential activity, and method for determining grades); and administrative and student support. A bibliography is included.

Harris, J. Will., "Mr. Hoover and Mr. Coolidge-College Fund-Raising in the 1920's." R. Interamericana R. (Puerto Rico) 1973 3(2); 166-172.

A portion of the memoirs of Dr. J. Will Harris (1876-1956), published under the title Riding and Roping; The Memoirs of J. Will Harris (Inter-American U. Press, 1974). Dr. Harris, founder of Inter-American University of Puerto Rico in 1912, spent much of his earlier years soliciting money for his college. He met many of the most important and wealthiest individuals of his day and related their ability to thwart fund raisers such as himself.

Harris, Jane., "Where East Meets West." Films to Communicate. Films to Entertain. International Educational and Cultural Exchange, 10, 3, 11-12. Winter 1975.

Describes the film program at the East-West Center which has proved to be not only entertainment, but an effective vehicle for increasing cultural understanding.

Harrison, Daphne D.; Murray, Saundra R., "A Training Model for Improving Interracial Relations. Final Report." Maryland Univ., Baltimore, Dept. of African-American Studies. June 1976, 115p.

The research described and evaluated in this report tests a model for intervention strategies to reduce the impact of racism on blacks in a university setting. The basic assumptions of the model discussed are that institutional racism is systematic and must be attacked through systems intervention by trained people, and that individual group and intergroup skills development as well as commitment of top level administration are required. The model is evaluated in terms of its ability to reduce the racist attitudes and behaviors of participants and to allow participants to effectively intervene in the system. Measurement in these areas includes a charting of Action Research Group effectiveness, examination of participant behavior in

all stages, and comparison of participants' attitudes (pre and post training) on racism and relevant issues. The evaluation generally indicates that the model is minimally effective in reducing the impact of institutional racism. However, it is pointed out that some efforts in the desired direction were made. These include the Bridge Program, the Affirmative Action Planning Committee, and the recruitment of minority graduate students. Appendices include a compilation of training activities and strategies, data collected during the course of the research, questionnaires dealing with minority concerns, a market availability analysis, a training evaluation instrument, and an interpersonal skills scale.

Harty, Harold; Smith, Bonnie., "Self Concept and Acceptance of Others of Would-Be Teachers Before and After Multicultural Community Living Experiences." 1976, 13p.

Attempts have been made to show relationships between the constructs of self concept and acceptance of others in a variety of social contests. This study was concerned with statistical relationships between self concept and acceptance of others on the part of two randomly selected groups of prospective teachers before and after a field experience; whether special training modified the relationships; and whether the structured teaching of self-concept and acceptance of others' activities modified any relationships. Tests of significance on the total scores of both recognized scales revealed that perceptions of the control group exhibited a statistical relationship prior to the lack of treatment effects. A significant relationship with respect to total scores on the "self concept" scale was found to be associated with total scores on the "acceptance of others" scale and group membership prior to workshop sessions or teaching experiences. Significant intercorrelations and related measures were discussed prior to any treatment effects, after the workshop sessions, and after the teaching experiences.

Harty, Harold; Smith, Bonnie., "Preservice Teachers' Self-Concept from the Campus thru Early Field Experiences in Multicultural Settings." 1976, 16p.

In this study, twenty prospective teachers enrolled in an education methods course were studied to see what would happen to their self concept when they were thrust into the "real world of kids" with its associated teaching/learning problems. Two groups of ten students each were studied. One was used as a control and the other was used as an experimental group. Background research, specific methodology, and results of students on the Revised Janis-Field Feelings of Inadequacy Scale are described. The findings of the study showed that most preservice teachers had desirable self concepts when they entered the workshop sessions and enhanced then as a result of these experiences.

Hasan, Ruqaiya., "Socialization and Cross-Cultural Education." International Journal of the Sociology of Language, 1976, 8, 7-25.

Educational systems are intricately related to the culture in which they are embedded. Socialization through the family & the educational institutions on the subcontinent creates a particular sense of "Identity." This identity is challenged when the student is brought into the English educational system at the U level. It is this conflict that gives rise to many intangible problems in cross-cultural education. There is no evidence that problems arising from the deep symbolic made explicit.

Havighurst, Robert J., "Indian Education Since 1960." Ann. of the Am. Acad. of Pol. and Social Sci. 1978 436: 13-26.

Since 1960 there has been a growing policy of Indian self-determination in the field of education of Indian youth. Two major federal government laws have put money behind this policy-The Indian Education Act (1972) and the Indian Self-Determination and Educational Assistance Act (1975). This leads to a policy of local self-determination for Indian tribes and Indian communities, and to greater responsibility of Indians as teachers and administrators. During this same period there has been a rapid expansion of the number of Indian students in college, most of them aided by government scholarship funds. There has also been a growth of schools on reservations, which are operated by local native school boards, with government funds. There remains the question of the basic goal of the education of Indian youth-assimilation into the Anglo society or separate economic and social activity, based on tribal culture and tradition. Some form of cultural pluralism will be worked out, located between these two poles. The American Indian Policy Review Commission, established by Congress for the 1975-77 period, has recommended a maximum of self-determination for Indians in their economic, social, and educational life. For the next 20 years, it appears that the Indian tribes and communities will be finding their places in a permissive American society. However, the fact that more and more Indians are moving to large cities and trying to find a place in urban society, will tend to favor a degree of assimilation in the mainstream of economic and social life. An especially important and significant situation is provided by the Alaska Native Land Claims Settlement, which gives Alaskan Eskimos, Aleuts, and Indians a relatively large amount of money and land in return for the oil and minerals and land which has been and will be taken by the Anglo economy. Here, in contrast to nineteenth century dealings between the United States government and Indian tribes, the native Americans are receiving a fairly large amount of money and property, which goes to them as members of native corporations, or regional resident groups. What forms of personal and village or communal life will emerge from this situation?

Hesselbart, Susan., "Education, Ethnic Stereotypes, and Question Format." Sociology and Social Research, 59, 3, 266-73, April 1975.

A review of previous studies suggests that question format influences relationships between educational background and the stereotyping of minority groups.

Holmes, Ernest A., "Moral Implications and Strategies for Multicultural Education in Classroom Settings: A Competency-Based Multicultural Education License." Educational Horizons, 56, 2, 84-3. Winter 77/78.

Outlines a competency-based program through which teachers can be prepared to meet the challenge of dealing with a varied student population. States that schools have a moral obligation to eliminate the continued disregard and grossly inadequate commitment to educational provision for the culturally diverse.

Howe, Irving., "Living With Kampf And Schlaff: Literary Tradition And Mass Education." Am. Scholar 1973/74 43(1): 105-146. 107-112.

The author discusses polar opposites in university English departments with regard to teaching literature and the problem of the relationship between broader Western culture and minority cultures. Difficulties are not simplified by large numbers of ill-prepared students.

"Indian Education Conference 1976 (17th, Tempe, Arizona, April 2, 1976). 200 Years of Indian Education--What Now? Where Now?" Arizona Indian Education Association, Phoenix.: Arizona State Univ., Tempa. Indian Education Center. April 1976, 60p.

Addressing the theme '200 Years of Indian Education-What Now--Where Now?", these transcripts of the 17th Annual Indian Education Conference (Arizona, 1976) include comments, questions, and definitive statements of professionals in the field of Indian Education. Presented by workshop title, the seven workshops included in this document are: "Indian Elders Look at Education"; "Higher Education of Indian Students"; "The Role of Indian Women in Education"; "Indian Youth Looks at Education"; "Coordination of Urban/Reservation Education Needs"; "Bilingual/Bicultural Education"; and "Indian Studies". Transcripts from Workshops 1, 5, 7, 8, 11, 12, and 13 are not included in this document; however, the keynote address (observations about the history, present conditions, and future possibilities of Indian Education) is presented in its entirety.

James, Richard., "Multicultural Issues in Standards for Teacher Education." Presented at the Annual Meeting, American Association of Colleges for Teacher Education (Chicago, Illinois, March 1-4, 1977). Mar. 1977, 13p.

In this presentation, the author considers the question of whether multicultural education considerations should be included in the standards used by agencies responsible for the accreditation of teacher education programs. The terms "accreditation" and "multicultural education" are defined and discussed and related to the stated goals of the accreditation process and to the process of education in general. It is concluded that teachers must be able to understand, interpret, and utilize the cross-cultural dynamic found in every classroom so that each child is free to develop his or her skills as far as individual potential permits. Assuming that multicultural education is thus an issue in accreditation standards, the author investigates the means of including it. Three recommendations he sees evolving from present discussion on standards are: (1) multiculturalism should permeate the standards rather than be confined to a single standard; (2) the language regarding multicultural considerations should be as broad and general as the language of the other standards; and (3) supplementary documents should be prepared for recommendations regarding multicultural standards, in order to support and facilitate the development of specific elements in multicultural programs.

Kahne, Merton J., "Cultural Differences; Whose Troubles Are We Talking About?" International Educational and Cultural Exchange, 11, 4, 36-40. Spring 1976.

Arguing that foreign students must be understood in terms of the actual academic and social milieu of the particular college or community rather than on sweeping psychological or social generalizations, the author suggests colleges aid them in tailor-making their own programs of orientation and continued support.

Kalfus, Richard., "Intercultural Communications: A Boost to Foreign Language Education in the Community College." Bulletin of the Association of Departments of Foreign Languages, 8, 3, 21-22. Mar 77.

Describes a federally funded project at Meramec College to infuse international perspectives into general education; designed to develop in an individual an awareness of the impact of culture on attitude formation and behavioral patterns. The program consisted of new courses, generally interdisciplinary, and a weekly cross-culturally oriented lecture-demonstration series.

Kerr, Lornie; Diener, Thomas J., "Two-Year Colleges; New Pioneers." International Educational and Cultural Exchange, 10, 4, 12-15. Spring 1975.

Discusses the need for U.S. community and junior colleges to think more seriously about the role they play in international education, and to prepare themselves for training additional foreign students.

Kerstein, Susan E., "Applying Anthropological Concepts in an Introductory Anthropology Course." Series: IIIsa 1978 0077.

The goal of an introductory anthropology course should be twofold: (1) to introduce students to the basic concepts of the field, & (2) to help pull together other courses & daily activities into a unified whole, with the study of humankind as a focus. One way to attain these goals simultaneously is to have the student apply anthropological techniques immediately instead of waiting until a more advanced course. The instructor should encourage students to bring in articles from newspapers, magazines, or other outside sources relating to anthropological concepts. By participating, students begin to realize that much of what they read or see everyday has anthropological application. Lectures & readings should provide appropriate techniques & tools to use on field assignments. If students are limited in time, they are encouraged to do their field projects in a convenient school, home, or work setting. Some field projects which teach the basic ideas of anthropology & are easy, fun & accessible include an observation of nonverbal communications of either human or nonhuman animals related to kinesics in linguistics &/or primate behavior in physical anthropology; fieldwork involving participant-observation & the writing of an ethnography for cultural anthropology; & an analysis of site maps for archaeology. By the completion of the introductory course, those students who have actively participated in applying anthropology agree that they do see the world & its people through their various social contexts of work, school, family, & other environments through a different focal lens. The applied approach to learning & teaching has its rewards for both students & teachers.

King, Maxwell C., Ed.; Breuder, Robert I., Ed., "Advancing International Education." New Directions for Community Colleges, Number 26. New Directions for Community Colleges, v7 n2 1979, 134p.

Twelve essays examine issues related to community college involvement in international education. Hugh Adams explores the role of community colleges in international education. S. V. Martorana and William Shannon present a framework for program planning. Sydney Grant examing strategies for internationalizing the curriculum. Seymour Fersh discusses the advantages of cultural studies and their implications for educational change. Raymond Schultz and Roland Terrell examine international options for staff development. Thomas Diener and Lornie Kerr delineate the responsibilities of two-year colleges to their foreign students. Piedad Robertson and John Rogers stress the importance of providing instruction to develop proficiency in English. Frederick Kintzer reports upon the way in which the community college concept has been adapted to higher education needs in other countries. Rose Hayden points to possibilities for federal support of international education. John Mundt urges state boards of education to address the policy questions of international/intercultural education. Fred Harrington and Shirley Clarkson discuss education cooperation in relation to international communication and understanding. Benjamin Wygal suggests practical approaches to program planning and implementation. Andrew Hill's bibliography provides additional references pertinent to international education and two-year colleges.

Knape, Carl; Osborne, Harold W., "A Cross-Cultural Examination of a Possible Differential Source of Dominance-Attitudes and Power-Values in Black and White College Students." Series: SWSA 1977 1013.

The basic hypothesis is that in blacks an underlying need for aggression results in heightened attitudes of dominance & increased valuations of power, whereas in whites a basic need for achievement results in the same outcomes. In addition to testing this hypothesis, this investigation was also designed to secure more definitive data on blacks for the "Study of Values," particularly concerning the hypothesis that blacks are more authoritarian than whites, & that blacks have more aggressive needs than whites. 3 tests (the "Study of Values," an abbreviated TAT, & the f-Scale) were administered to 244 black & white coll students. The initial sample was structured in such a way as to provide both race & sex comparisons. The final sample consisted of 55 black F's, 58 black M's, 53 White F's, & 78 white M's. It was the basic finding that blacks are not more authoritarian than whites, & are particularly less authoritarian than white M's. It was also found that blacks have significantly more aggressiveness than white M's, but not white F's. An examination of attitudes & values as motivational sources of aggression & achievement, revealed that in all groups except the white F sample, attitudes of dominance were correlated with strong political values. Attitudes of dominance were correlated with a high need for aggression in only 1 group -- the black M group. There was no significant relationship between achievement needs & attitudes of dominance in any of the 4 subgroups.

Konig, Rene., "Uberlegungen zu Einigen Sozio-Kulturellen Problemen der Ausbildungshiffe am Anfang der Zweiten Entwicklungsdekade (Reflections on Some Socio-Cultural Problems of Development Aid at the Beginning of the Second Decade of Development)." Dritte Welt, 1973, 2, 1, 6-13.

When giving development aid, not only the receiving but also the giving part has to change. The reason for this lies in the danger that ethnocentrism may create burdens for the receiver which he cannot foresee. Concerning educ'al aid this is of special importance, since only those programs will succeed which consider the actual needs of the receiver. Usually bur'cies active in the field of development aid do not take these needs into consideration. Continuity of action is of utmost importance; U partnerships, for example, are not to be broken off at will. A period of 20 yrs seems to be a justifiable minimum if a promising future development & not just pol'al crises is intended.

Kraemer, Aldred J., "Cultural Self-Awareness and Communication." International Educational and Cultural Exchange, 10, 3, 13-16. Winter 1975.

The author describes the Human Resources Research Organization workshop that teaches Americans how to recognize cultural influences in their own thinking and thereby improve intercultural communication skills.

Kutzik, Alfred J., "The Significance of Ethnicity in Staffing Corrections." Journal of Sociology and Social Welfare, Summer 1974, 1, 4, 244-251.

As a result of Calif's groundbreaking Community Treatment Project, the personality of staff is considered as important as training. In a few programs those with certain types of personality & training have been 'matched' or assigned to work with juvenile offenders having consonant types of personality & problems. Because ethnically disparate staff & offenders have different & conflicting conceptions & expectations of social roles & the values & norms they incorporate, Elliot Studt insists ("Social Work Practice in Correctional Services," in ENCYCLOPEDIA OF SOCIAL WORK, 1965) upon a "resocializing team" rather than exclusive reliance upon the traditional one-to-one counseling approach. The resocializing team should include staff of the same ethnic background as the offender in positions of authority. Studies of the effects of ethnic similarity & difference in staffing corrections should include matching worker & offender. From the viewpoint of correctional rehabilitation, it is important that studies compare the effects on offenders of institutions & staff teams of varying ethnic, composition. The fallacy of considering only racial & linguistic minority groups to be ethnically distinct should be avoided.

LaBeff, Emily E.; Grove, Stephen; Dodder, Richard A., "A Note on Cross-National Methodology; Measuring Sexual Permissiveness among College Students in Mexico and the U.S.." Series: SWSA 1978 1098.

In cross-national methodology, Neugarten & Bengtson (1968) noted such difficulties as: defining variables that are truly equivalent from one culture to another; translating into strictly comparable measurement instruments; obtaining equivalent data when observations are being made by investigators of diverse backgrounds; defining comparable samples; making interpretations which will be meaningful for each national or cultural group as well as between groups. The basic question centers on the problem involved in measuring the same concept within two or more different cultural settings. Prezeworski & Teune (1973) refer to the issue as the critical problem of identifying "equivalent" phenomena when we expect concepts to have different meanings in different cultural settings. Savage, Leighton, & Leighton (1973) ask how far we can go with our traditional western definitions & measures into other cultures with some hope if identifying comparable phenomena. G. Myrdal (1973, thinks the basic approach in cross-national research has remained a simple application of western concepts & theories. An attempt is made here to illustrate some of the problems of applying a measure related to a concept found in both US & Mexican society. The samples included 278 American students & 145 Mexican students. F sexual permissiveness, as a concept, was measured by the use of six items from I. Reiss's (1964) sexual permissiveness scale. Factor analysis of the six items was used for each cultural group & each sex within the cultural groups to assess the similarities & differences in the structure of items. Differences were marked within the Mexican sample. The data suggest that sexual permissiveness may be a qualitatively different idea in the two cultures as measured by I. Reiss's items. Moreover, in applying our own concepts & measurements, we can easily make quantitative differences when, in fact, we may not be measuring the same or equivalent concept.

Lakshminarayana, H. D., "Caste, Class, Sex and Social Distance Among College Students in South India." Sociological Bulletin, Sept. 1975, 24, 2, 181-192.

In 1973 a stratified sample of 108 M & 148 F students was drawn from attendance lists of 12 Coll's in Bangalore & asked to rank, using a modified Emory S. Bogardus SD Scale (Social Distance. Ohio: Yellow Spring, 1959) 6 ethnic groups; (1) Brahmin, (2) high caste non-Brahmin, (3) low caste Hindu, (4) Harijan, (5) Christian, & (6) Muslim. Ranking was done for acceptance into 5 categories -- fellow citizen, neighbor, guest, dinner guest, & kin by marriage. R's themselves were differentiated as to SC, caste, & sex. Findings indicate that R's' attitudes toward Hindu groups "is governed by traditional norms of purity & pollution, & depends on the status of the ethnic groups." As a rule, the higher the group's status the more likely it is to be accepted. R's who did not mention their ethnicity are more liberal toward other ethnic groups than are Brahmins, as are Uc R's & F's In spite of higher education (& legislation against discrimination), rigid customs prevail & SD among different social groups has not been minimized.

Lillyman, Kathryn., "Bilingual Education -- A Two Way Street for the Community College." Paper presented at the Special Forum on the Teaching of Spanish and Portuguese in the Community College at the Annual Meeting of the American Association of Teachers of Spanish and Portuguese (Chicago, Illinois, December, 1975) 11p.

A community college is committed to serve all persons living in the areas it encompasses, and it must demonstrate this committment. At Sauk Valley College in Dixon, Illinois, language instruction must extend beyond the traditional Spanish-for-anglos classes, because there is a large population of Mexican-Americans living within the school district. This paper enumerates methods used at Sauk to aid both anglo and Mexican-American students. Those methods include a Bilingual Teacher Aide Certificate program, special Spanish courses for nurses and law enforcement personnel, and a trade-of-languages-program in a nearby ESL school. Efforts are also made to assist local high school and church Chicano youth groups. The two-way street of language instruction in the community college encourages the traditional course of study in Spanish for Anglo students. It also encourages them to use their language skills to work toward meaningful, career-oriented goals. It encourages Mexican-Americans to take advantage of their unique bilingual qualifications in school aide work.

Littlejohn, Walter L., "Historically Black Institutions' Unique Inservice Opportunities." Journal of Teacher Education, v30 n1 p47-48, Jan-Feb. 1979.

Historically Black colleges and universities are encouraged to establish campus learning centers where area public school teachers could improve their recognition of multicultural education and values and resolve some of the problems associated with school discipline.

Martin, Peter B., "Ethnic Profile, Fall 1977 and Enrollment in E.S.L. (Courses in English As a Second Language)." Hostos Community Coll., Bronx, N.Y. 1977, 16p.

The ethnic profile of the bilingual Hostos Community College of the City University of New York (CUNY) was based on 1,147 student responses (41.3%) to a registration questionnaire in fall 1977. Of the 86.4% listing themselves as Hispanic, 43.4% were Puerto Rican, 30.2% Dominican, and 6.5% Ecuadorian. Of the 13.46% non-Hispanic, 11.4% were black. Male/female distributions were almost equal in each category, except that there were 3.8% more Puerto Rican females and 5.05% more Ecuadorian males. Hispanic enrollment was 72.2% in 1976, more than twice that of any other CUNY college, and increased from 45.7% in 1972 to the present 86.4%. Correspondingly, enrollment in English as a second language courses rose from 741 in 1975 to 1,299 in 1977, a proportionate rise from 28% to 47%. In the same time period the college minority population increased only 3.7%, from 95.0% to 98.7%, but the Hispanic population increased 28.3% in the same time period.

Martin, Peter B., "Ethnic Profile and Place of Residence, Student Body; Spring 1976." Hostos Community Coll, Bronx, N.Y. March 1976 25p.

Ethnic and geographic characteristics of the student body of Hostos Community College (City University of New York) were investigated in order to determine whether the institution was providing opportunities for upward mobility for the children of immigrants and for immigrants themselves. Completed surveys were obtained from 2,460 out of 2,679 students (91.8 percent), and zip codes were provided by 2,489 students (92.9 Percent). The student body is 65.6 percent Hispanic (predominantly Puerto Rican and Dominican) and 34.4 percent nonHispanic (predominantly black). Comparisons with data for the two previous years show an increase in the percentages of Hispanic students and of freshmen attending English as a Second Language courses. The majority of the student body lives in the Bronx (54.3 percent), but students come from virtually every area in New York City, with the Major determinants being geographic proximity to the college and its bilingual career and liberal arts programs. Although the survey did not provide the means to obtain information on the place of origin of the students, it was found that 54.5 percent of the students were born outside mainland United States and that 65.8 percent have at least one parent who was born outside mainland United States. Copies of the survey instrument in Spanish and English are included as well as zip code maps with student body percentages indicated.

Mateo, Maria Luisa; And Others., "Multivariate Analysis of Bilingual Vocational Education." Los Angeles Harbor Coll., Wilmington, Calif. 1977, 65p.

A retention study was conducted at Los Angeles Harbor College focused on the fall 1976 and spring 1977 students who indicated a natural language other than English (NLOE). A program participant group, formed of 169 volunteer NLOE students, were enrolled in a bilingual vocational program developed in five discipline areas, using the Spanish, Samoan and Tagalog languages. A comparable control group of 147 was drawn in stratified random form from all other NLOE students. Program participants completed a personal inventory, and interest and ability tests which were interpreted to them by a career counselor. Course work, grade point averages, and results of a student opinion survey were analyzed for both groups in a multivariate analysis. Findings indicated that completion rates could be improved by 44% and grade point average by 42% for NLOE students by using a combination of adapted career counseling, bilingual vocational instruction, and communication development instruction. Primary student objectives were to improve their abilities in English reading, speaking, and writing. College support, an information exchange between NLOE students college, and community, and training programs for faculty and counselors are recommended. Appendices include the inventory, survey instrument tabulated results, and criteria used by the program evaluator.

McSwine, Bartley., "The Great American Whitewash." Change, vii n7 October 1979, 54-57.

Racial and cultural pluralism in American higher education is advocated in place of integration, which is seen to melt individual identities. This argument supports the existence of predominately Black colleges. Suggestions for reducing racial friction on both Black and White campuses are offered.

"Measuring Ethnocentrism in Hilo, Hawaii: A Social Distance Scale." Sociol. and Social Res. 1970 54(2): 220-236.

"The Bogardus Social Distance Scale and a personal data sheet administered to students at the University of Hawaii, Hilo Campus, yielded 356 responses - two-thirds of the students. Buddhist rural males of Japanese ancestry were found to express the most prejudices. The social Distance Scale was not a continuum for the Hilo population. Religious preference was the best index of intensity of prejudice."

Meyboom, W. B. "25 Years of Diploma Evaluation." Higher Education and Research in the Netherlands, 21, 1, 27-33. Winter 77.

Meyboom describes the efforts of the Netherlands Universities Foundation for International Cooperation to develop an international center for the promotion of university cooperation.

Mitzman, Barry., "Si Se Puede--It Can Be Done." Change, 8, 4, 16-19. May 1976.

Colegio Cesar Chavez, a bilingual educational community in Mt. Angel, Oregon, is a Chicano-oriented and administered college which evolved from financially troubled Mt. Angel College. The author traces its struggle to maintain and develop a liberal arts program to meet the needs of its student body, now 100.

Moberg, David O. and McEnery, Jean N., "Changes In Church-Related Behavior and Attitudes of Catholic Students, 1961-1971." Sociol. Analysis 1976, 37(1); 53-62.

The Marquette Study of Student Values Analyzes religious practices, moral values, and attitudes among Catholic college students. From 1961 to 1971 decreasing frequency of student attendance at Mass and Confession together with attitudinal changes toward religious practices are evident. Changes in attitudes about dating, decreased scrupulosity in areas of personal honesty and responsibility, looser attitudes toward selected items of personal morality, and increased consideration for others also were revealed. Most changes may be interpreted as reflecting decreased compliance with traditional Church norms, increased conformity to values of American society, and conflicting values related to both cultural pluralism and pluralism within the Catholic Church.

Montero, Darrel; Tsukashima, Ronald., "Assimilation and Educational Achievement: The Case of the Second Generation Japanese-American." The Sociological Quarterly, Autumn 1977, 18, 4, 490-503.

A review of the literature reveals three conflicting hypotheses concerning Japanese-American educational achievement. Data from a three generational, national sample of Japanese-Americans are examined to determine the correlates of the second-generation Rs' (nisei) educational achievement.

Four measures of assimilation were employed: (1) cultural, (2) structural, (3) marital, & (4) identificational. The three hypotheses current in the literature were: (A) high educational achievement stems from the traditional Japanese values of the Tokugawa era, (B) Japanese immigrants came largely from the ranks of merchants & students & thus had intellectual traditions in their families, & (C) successful assimilation to American Mc values. The sample consisted of 2,304 second-generation Japanese-Americans. Data show that the decisive correlation is between educational achievement & assimilation. While 40% of those who cannot speak Japanese have completed four years of Coll. only 22% of those who are bilingual have done so. Also, Rs living mostly outside of ethnic ghettos have a better chance (17% of sample) to complete Coll, than those with Japanese neighbors (9%). The ethnicity of one's friends seems the most important correlate of achievement. Of Rs whose two closest friends are not Japanese-Americans, 40% have four or more years of Coll. compared to only 23% of those who have one or more Japanese-American friends. Marital & identificational assimilation also show significant correlation with academic achievement.

Moravcevich, Nicholas., "The Future of Smaller Languages and Cultures In Humanistic Programs of American Institutions of Higher Learning." J. of Baltic Studies 1974 5(3); 205-210.

Proposes ways to increase funding, academic regard, student interest, and language training essential to programs on smaller cultures, which are still inadequate despite the vogue for ethnicity.

Muhs, William F.; And Others., "The Mexican American in Higher Education: Implications for Educators." Personnel and Guidance Journal, v58 ni 20-24. Sept. 1979.

Literature reviews suggest that Mexican-American students place more emphasis on cooperation and group than on individual achievement. Education may be enhanced when teachers reinforce "successful behavior." Problems may arise using U.S. - based theories of "democratic" leadership styles because Mexican-American culture places emphasis on traditional leadership.

Murstein, Bernard I., "Qualities of Desired Spouse: A Cross-Cultural Comparison between French and American College Students." Journal of Comparative Family Studies, Aut. 1976, 7, 3, 455-469.

In studies assessing desirable mate qualities, important variables have often been ignored through a limitation in proffered selection categories, or an ommission of salient factors. Through factor analysis, the 9 most potent dimensions of marital expectation for a US Coll sample (N=172M's; 195 F's) & a French Coll sample (N=131 M's; 137 F's) were obtained. A comparison of the factorial structure of American & French M's showed moderate to high similarity. American & French F's also showed dimensional similarity, though there was greater divergence in the variance accounted for by similarity labeled factors. Item by item comparison between the 2 samples accented the differences between them. Compared to the American M, the French M wanted a sexier, more aggressive, more pragmatic, more egalitarian, & socially adequate wife. The differences between the women were almost identical to those found between the M samples.

"NAFSA National Association for Foreign Student Affairs Task Force on Intercultural Communications Workshops." National Association for Foreign Student Affairs, Washington, D.C. 1973 8p.

This report studies the phenomenon of intercultural communication workshops as they are appearing in the United States. Emphasis is placed on background information, trends in the conduct and operations of intercultural workshops, phenomenon, characteristics of the workshop experience, fundamental needs within the field, and recommendations. Recommendations suggest that: (1) a group of professionals be called together or review and make specific recommendations as to the focus, philosophy, and conduct of intercultural communication workshops: (2) the specific projects of a research nature be contracted to assess the influence of the intercultural communications workshop on participating individuals; (3) a list of individuals experienced and deemed qualified to conduct and to advise others as to the effective operation of intercultural communication workshops be established and generally

available; (4) geographical regions within the National Association for Foreign Student Affairs identify persons and agencies competent and interested in intercultural small group experiences and that regional task forces be encouraged to focus on any of the recommendations herein.

Needler, Martin C.; Walker, Thomas W., "The Current Status of Latin American Studies Programs." Latin American Studies Association, Inc. Gainesville, Fla. 1971 26p.

Reported is a study to provide guidelines to member institutions of the consortium as to the composition of viable Latin American studies programs at different levels of institutional size and aspiration. Surveyed are 212 institutions that were members of the Consortium of Latin American Studies Programs. Surveyed are: (1) characteristics of the institutions; (2) levels of degree specialization; (3) differences in course offerings, financial capacity, and commitment; (4) regional differences; (5) variations in course offerings by discipline; (6) frequency of offering of individual courses; (7) prescriptive implications; and (8) changes over time. The appendix lists colleges and universities included in the survey with level of specialization in Latin American studies.

Norberg, Charles R., "Legal Exchange: Necessity and Opportunity." International Educational and Cultural Exchange, 10, 4, 28-31 Spring 1975.

The International Legal Exchange Program (ILEP) arranges for lawyers from the U.S. or foreign countries to have several months of training in countries different from their own. The program offers an opportunity to strengthen world order under law through better understanding.

Novak, Michael., "The One and the Many." Daedalus, 103, 4, 203-211 Fall 1974.

The pluralistic nature of our society is an overwhelming factor in the legacy of the sixties which has given us an opportunity to rethink the meaning of our diversity and of our unity. The legitimization of dialectics and the incorporation of minorities are manifestations of this pluralism.

O'Bannon, George W., "Project Afghanistan: From Experiment to Certainty." International Educational and Cultural Exchange, 11, 3, 13 Winter 1976.

Begun in 1972 as a joint cultural exchange program of the University of Pittsburgh and the U. S. Department of State, Project Afghanistan has been in operation for four years and has included 31 American and 17 Afghanistan students. A project director describes the program.

O'Connell, James; Beckett, Paul A., "Social Characteristics of an Elite-in-formation: The Case of Nigerian University Students." The British Journal of Sociology, Sept. 1975, 26, 3, 309-329.

The social backgrounds of students at Ahmadu Bello U. Nigeria, are analyzed & compared with data from other African U's. U education is politically significant in Nigeria in that it determines access to elite occupations. In the student sample of approximately 890 cases, the Md age is 22-25 & about 66% are Christian, 33% Muslim, & only 8% F. This amounts to overrepresentation of Christians with mission school backgrounds. 78 first languages were represented with Yoruba (21.7%) & Hausa (17.9%) dominant. Education has produced over-representation of many small groups compared to the general population. 57% of students' fathers were farmers, 31.5% illiterate, & 63% earning less than 200 pounds annually.

Differences in family incomes, occupations, etc vary with region & ethnicity. Administrative occupations are strongly evident & business-men less so (compared to farmers) among families with children at West African U's in general. The general pattern reflects preservation of educational elite status by families with U backgrounds, but simul-taneously allows open access to U education for the general population, attained through rapid expansion of the U system. Cessation of this expansion is likely to restrict access to present elite groups, cutting the elite's links with Ru settlements.

O'Hara, Albert R., "Comparative Responses to Interpersonal Conflict by University Students in Mexico, United States, and Taiwan." National Taiwan University Journal of Sociology, April 1968, 4, 13-19.

In 1965 McGinn, Harburg & Ginsburg made an attempt to measure cross-cultural diff's in the resolution of interpersonal conflict for students at the U of Michigan & in Guadalajara. Their hyp was that "the core of the Mexican M's self-concept is more deeply based on emotional re-lations than his Amer counterpart." In part. this is expressed through friendship relations. The Amer concept seems to be more deeply associated with material achievements. Mexicans tend to define reality in terms of interpersonal relationships, while Amer's are more prone to define the world in terms of external, objective relationships. It was assumed that the Mexican tends to base his self-concept on positive interpersonal relations, eg, a threatened break in friendship would lead to efforts to preserve the friendship. The North Amer. who would have other means to maintain a positive self-image, would not be less inclined to preserve the friendship relation, but might be willing to sacrifice the friendship to maintain self-respect based on external achievements. To test the responses to interpersonal conflict the technique employed was a modification of the Semantic Diff'ial. Scales were carefully chosen to measure a variety of opposing reactions in a 2-person situation of conflict. 3 conflict situations were pro-posed to students & their method of responding requested. The Amer

students were more upset by the conflict with their friend, & more willing to break the friendship as a result of this conflict. The Mexican students acknowledge the reality of their friend linking their "enemy" & the relative lack of uneasiness or irritation because of the disagreement. The responses of U students in Taiwan were also tested (N=200 students) & it was found that their reactions highly resemble those of the Mexican students.

Pantoja, Antonia, Ed.; And Others., Badges and Indicia of Slavery; Cultural Pluralism Redefined. Study commission on Undergraduate Education and the Education of Teachers, Lincoln, Nebr, Cultural Pluralism Committee. 1975 225p.

The definition of cultural pluralism set forth in this book emphasizes the existence of distinct cultures that have, as groups, distinct religious, ethical systems, authority systems, usages in rearing children, languages, gestural systems and ways of giving accounts of and valuing satisfactory or unsatisfactory human performance. The introduction discusses two social, movements that influence cultural pluralism in terms of the following: accrediting and licensing; management; data-gathering, and resource allocation; and, forming or reforming institutions. A redefinition of cultural pluralism is attempted in the first article, where it is noted that, as used and understood today, the concept is meaningless and dangerous. It is suggested that a redefinition will require renaming it cultural social economic pluralism. The second article addresses traditional and alternative models in higher education and cultural pluralism. This study shows the broad range of approaches now in use in the pursuit of, or in the name of cultural pluralism in higher education and teacher training. Here, it is noted that the test of cultural pluralism is more directly dependent upon the reality of the position in society of subculture groups than on the state of mind of the majority population. The future of education and linguistic and cultural policy are addressed in the third article. The book concludes with a cultural pluralism bibliography.

Perez Ponce, Jorge M.; And Others., "Success and Failures--The Bilingual Student in Higher Education: Community-Junior Colleges at the Crossroad." Paper presented at the Annual Convention of the American Association of Community and Junior Colleges (58th, Atlanta, Georgia, April 9-12, 1978) and the Annual Conference of the National Association of Bilingual Education (San Juan, Puerto Rico, April 24-28, 1978) 38p.

While the community-junior college is the single most viable institution to meet the challenges of diverse students, the specific needs of the Spanish-speaking student are currently being met marginally or not at all. Student profiles at selected institutions indicate that there has been a continuing increase in minority enrollments, both of males and females, in public and private institutions. This is reflective of efforts made by many institutions to attract new

clients, but should not be equated with the development of instructional strategies to meet their needs, nor are the figures reflective of the holding power of the institutions. Studies indicate that linguistic factors are of major importance in producing successful educational outcomes; the fact that only 5.23% of Hispanic males enrolled in community colleges complete their associate degree work may indicate that adequate bilingual programs have not been provided. Twelve data tables derived from government sources present information on comparative changes in enrollments, by sex, institutional level, ethnic background of those in public and private institutions, educational status of two-year college entrants, community college growth, associate degrees awarded, minority group representation in higher education, household languages, and enrollment and dropout information by language usuage.

Pienkos, Donald., "Dimensions of Ethnicity: A Preliminary Report on the Milwaukee Polish American Population." Polish Am. Studies 1973 30 (1) 5-19.

There still is a strong contemporary ethnicity among the descendents of the 20th-century immigrants. In an in-person study based on interviews with 1) leading members of Milwaukee's Polish population 2) randomly selected individuals, 3) students of Polish ancestry, and 4) non-Polish college students, the author concludes that ethnic conscience will be bolstered only with an energetic effort by the Polish government itself to present a more positive image of contemporary Poland among the Polish descendants in this country.

"Political Education in the Midst of Life's Struggles." Harvard Educ. R. 1968 38(3); 468-494.

The author's research shows that the changes in a student's political outlook during his college years are by no means due mainly to the impact of the academic program. Rather they depend greatly on the student's struggles with life's problems. Of importance are the student's continuing conflict with his absent father, his accommodations with his fellow students, and his struggle for an acceptable self-image (identity) for himself. The research focuses on the student's political information, his place on a liberalism-conservatism spectrum, party affiliation, participation in politics, authoritarianism, ethnocentrism, conformism and tolerance of heterodoxy, alienation, extremism and caution, and critical social thinking. Statistical tables, case study reports, 42 notes.

Priebe, Richard., "African Literature and the American University." Issue 1974 4(4); 19-22.

Points out ethnocentric biases in higher education which delegate African literature to the Black Studies departments. Defines the functions of the African Literature Association.

"Rebellion on Campus." Am. Educ. 1968 4(9); 28-31.

Examines the worldwide revival of student activism and surveys the factors which motivate students to action. These include the frustrating elements in student life, outraged idealism when confronted by cynical realism, and the altered relationship of the university to the student. Nothing remarkable is seen in the fact that students are becoming increasingly active. Concern is expressed over the existence of a small group of students who have renounced democratic procedure and consequently threaten the structure of democratic legitimacy. "It is important for the future of democracy and social change that the revival of student activism should operate within the processes of democracy." From papers presented at a conference at the University of Puerto Rico sponsored by the U.S. Office of Education; undocumented, 4 photos.

Regan, Timothy F., Ed., "Bilingual/Bicultural Education in the Community College." Advanced Institutional Development Program (AIDP) Two year College Consortium, Vol. II, No. 2. McManis Associates, Inc. Washington, D.C. 1976 32p.

Three essays on bicultural/bilingual education are compiled in this document. "Linguistic Theory and Bilingual/Bicultural Education." by Timothy F. Regan, briefly discusses the application of linguistic theory to bilingual/bicultural education. "An Operational Model for Bilingual Education," by Gilberto de los Santos, discusses the extent to which ethnic and bilingual/bicultural education programs are available in community colleges today. Bilingual/bicultural education programs are operationally defined and implementation phases are described. Specific examples of program implementation at El Paso Community College (Texas) are given. "Bilingual/Bicultural Education: A Basic Right of Every American," by Armando E. Rodriguez and Roberto E. Zuniga, discusses the value of bilingual/bicultural education and proposes a national goal: that by 1990 all of our schools where there is a plurality of language and cultural differences will be completely immersed in bilingual/bicultural programs. Bibliographies for each essay are included.

"Responses to Interpersonal Conflict by Middle Class Males in Guadalajara and Michigan." Am. Anthropologist 1965 67(6); 1483-1494.

Describes an attempt to measure cross-cultural differences in the resolution of interpersonal conflict. The subjects of the research were middle-class males enrolled at college-educational levels. Michigan groups had a mean age of 19.5 to 19, and were self-identified Protestants. Guadalajara groups had a mean age of 17.5 to 20, and were at least nominal Catholics. The technique used was a modification of the Semantic Differential. The process is described and discussed by the authors with the inclusion of four tables. The authors found the possibility of response differences coming from other than cultural differences; for example differences in the test-taking attitudes of the groups. The primary purpose of the report was, however, to illustrate the potential of the research instrument.

Rettig, Salomon; Pasamanick, Benjamin., "Invariance in Factor Structure of Moral Value Judgments From American and Koren College Students." Sociometry, March 1962, 25, 1, 73-84.

No description

Reyes, Guadalupe, Jr., "Los Hispanos; La Minoria Morena Invisible." Community College Frontiers, 6, 1, 19-24, Fall 1977.

The author describes the cultural background of Mexican Americans and makes recommendations for improving the community college's response to the educational needs of this "invisible brown minority."

Rios de Betancourt, Ethel., "La Tecnologia Educativa; Nueva Alternativa para la Educacion Superior en Puerto Rico(Educational Technology; New Alternative for Secondary Education in Puerto Rico)." Revista de Ciencias Sociales, 1973, 17, 2, June, 237-245.

While in the US there has been a notable decrease in interest in higher education, in Puerto Rico institutions of higher education are experiencing difficulty keeping up with growing demand for educational opportunities on the part of the youth. Rising costs of education are preventing the government from expanding opportunities. Communications technology, however, seems promising in the effort to give a mass character to education. TV, casettes, computers, etc. are being experimented with to determine to what extent they can solve the problem. According to the Carnegie Commission, in spite of federal investments conversion to technological education progress has proceeded very slowly. Support for technological education must be based on the conviction of the authorities that it will advance the cause of mass instruction; therefore it is the task of educators to persuade them. A brief summary is given of the technological means of instruction currently in use at the U of Puerto Rico & an appeal is made for greater resources to be allocated by the government for a wider application of technological methods.

Rodriguez, Clara E., "Triple Jeopardy and an Ethnic Studies Department." Series: SSSP 1977 846.

Some issues inherent in being a woman, a Puerto Rican, & an administrator in an ethnic studies department are explored.. Factors examined are: the influence of history, the contradictions surrounding role expectations, & the structural conflicts surrounding such a situation. The role the administration played in relation to this situation is also focused upon. Aspects of roles minority members must generally bear in this type of situation are explored, ie, dual & conflicting standards; being the unpaid minority Coll counselor, the all-purpose curriculum specialist, the Coll consultant on Puerto Ricans (or any other minority group); &, representing multipurpose, unrelated groups while often contending with the rigors of false representation, ie, window-dressing.

Rosenberg, Emily J.; Dohrenwend, Barbara Snell., "Effects of Experience and Ethnicity on Ratings of Life Events as Stressors." Journal of Health and Social Behavior, March 1975, 16, 1, 127-129.

172 students attending the City College of New York were asked to rate 10 events in terms of the amount of readjustment required. All expect marriage (included because of, its role as the modulus in other studies of this type) had been experienced in pretesting by roughly 50% of the S's. Ratings show no significant disagreement resulting from experience vs inexperience of the events rated. Age & sex differences similarly showed no effects. Ethnicity, however, by itself & in interaction with experience, affected ratings of marriage significantly.

Sanders, Daniel S., "Dynamics of Ethnic and Cultural Pluralism: Implications for Social Work Education and Curriculum Innovation." Journal of Education for Social Work, 11, 3, 95-100. Fall 1975.

Describing the contribution social workers could make to social change based on the emerging awareness of ethnic and cultural pluralism in American society, the author outlines necessary changes in social work education approaches, admission policies, curriculum organization, curriculum practices, and content to reflect a positive view toward ethnic and cultural differences.

Shannon, William G., "A Survey of International/Intercultural Education in Two-Year Colleges--1976." Charles County Community Coll., La Plata, Md., Nov. 1978, 85p.

The objectives of this study were to identify international/intercultural programs and activities of community and technical colleges across the nation, to encourage replication, and to suggest ways of strengthening these programs. Over 200 colleges responded to a request for information. Generally, community colleges were seen to offer a wide variety of international programs and services with emphasis being placed on citizen education related to foreign policy development, the dynamics of world trade, economic interdependence, and cultural exchanges. Two types of courses were identified: (1) those that were specifically international and/or intercultural, e.g., study abroad, faculty exchange, foreign languages, area studies and technical assistance to other nations; and (2) those that can be modified to have an international dimension with an infusion of certain elements, e.g., social studies, political science, economics, and the arts. Nonetheless, potential for even greater and more extensive service to students, communities, and the nation was revealed. The document presents descriptions of exemplary programs with international or ethnic/cultural emphasis, and other examples. Appendices contain lists of National Advisory Council Members and of other international activities not reviewed in this report.

Sikes, Melvin P.; Coe, Gerald Lynn., "Report on Teaching in Multi-Cultural/Multi-Ethnic Schools (1974-75)." 1975 39p.

This is a report on two courses, one undergraduate and one graduate, which taught education majors, through films, discussions, book reviews, field trips, and community work, how to become master teachers skilled in reaching culturally different children. The report examines the purposes and content of the courses and concludes that they were successful. Student-written course evaluations are included which praise the course and the instructors. Racial balance among the students and participation of people dedicated to teaching were seen to create a productive situation. Outlines of the schedule of classes, reading list, and subjects covered in each class session are included. The authors feel that students who are culturally different must be seen as having educational disadvantages as great as those with physical and emotional problems, and that it is important for educators to grasp the essentials of good teaching when dealing with the culturally different, as has been with the emotionally and physically disadvantaged.

Sirgado, Isabel Cid., "Bilingual Education: Is it Here to Stay?" Journal of the National Association for Bilingual Education, 1, 1, 35-7 May 1976.

The role of college educators in bilingual education programs is briefly discussed.

Smith, Margo L., Comp., "Directory of Latin American Studies Programs and Faculty in the United States. Publication No. 8." Latin American Studies Association, Inc., Gainesville, Fla. 1975 296P.

Information about Latin American studies programs was gathered from a questionnaire sent to the institutional members of the Consortium of Latin American Studies Programs. This directory contains that information. Included is a description of 66 programs, indices for the disciplinary specialities represented by the faculty members in each program, for the field studies opportunities offered by 41 of the programs, and for the Latin Americanist faculty employed in these programs.

"Social Distance Components In Integration Attitudes of Negro College Students." J. of Negro Educ. 1968 37(1): 23-30.

Reports the findings of a study designed to measure social distance components in integration attitudes of 995 Negro college students who were from predominantly Negro colleges. The results indicate that Negro college students show a general preference for whites over other racial-ethnic groups in most crucial situations. However, certain areas of the interactive rating scale reveal ethnocentric tendencies involving race pride and racial identification. As social interaction moves from group activities to interpersonal relationship, ambivalence toward other Negroes is dissipated, and whites became the least desirable objects of preference. Next to other Negroes, minority groups who are themselves the object of prejudice and discrimination are preferred in such situations.

"Social Distance Perception As A Function of Mexican-American and Other Ethnic Identity." Social and Social Res. 1973 57(3): 273-287

Slightly modified Bogardus Social Distance Scales were administered to students in sociology classes of a South Texas university. Emphasis was upon comparisons between Other Whites and Mexican-Americans. Hypothesizes that Racial Distance Indices would reflect the student's own ethnic group, related ethnic groups and regional subcultural features, were borne out. Additionally, major differences were found to be due to ethnicity rather than social class."

Souflee, Federico; Schmitt, Graciela., "Educating for Practice in the Chicano Community." Journal of Education for Social Work, 10, 3, Fall, 1974, 75-84.

Curriculum content areas and emphases, as well as training modalities, are discussed and suggested as possible means for educating practitioners to better understand and serve Mexican Americans. The development of bicultural practice models in service delivery systems is also stressed.

Strasser, William C., "For the Community: Continuing General Education. Community Colleges and General Education: Three Perspectives." Part 3. Montgomery Coll., Rockville, Md., May 1979, 144p.

This analysis of the curricular program for continuing general education of Montgomery College (MC) is presented in the context of the ongoing and increasing effort to provide continuing education to the nation's adult population. Section I discusses general education in the context of the public two-year college and its special curriculum. Section II discusses the distinction between "general education" and other aspects of the curriculum; presents several illustrative formats for general education programs; outlines a taxonomy of eight types of courses; and presents a two-level plan of "general studies" (or fields of knowledge) and "integrative studies" designed to stimulate analysis and application of knowledge from various fields. Section III discusses characteristics of the student population to be served by a general education program, specifically covering age, sex and family income. It also includes three- and five-year population and enrollment projections. Section IV describes the current state of the curriculum at MC in terms of its legal, administrative, and policy dimensions. The report concludes with Section V on implications of the preceding discussions and recommendations for a continuing general education program. Suggested course titles are appended as well as a general resource bibliography and a special annotated bibliography designed to assist planners of general education courses related to multicultural themes.

Sutherland, Kenton., "Community Colleges: Attracting Spanish-Speaking Students." Change, 7, 7, Sept. 1975, 51-52.

Opened in 1968 to meet the educational needs of San Mateo County, Canada College did not begin to attract Spanish-speaking students until 1971 when it created a program of courses to deal with English language problems and other courses taught bilingually or entirely in Spanish. The program is described briefly.

"The Impact of Cross-Cultural Relations On The Campus." (U. of Oregon) Sociol. and Social Res. 1969 53(2): 137-146.

"This study reports survey data from 376 American college and university students on several campuses. It was found that there is a complex of relationships which form a configuration in which students' world-mindedness and internationalism is nurtured in the educational milieu, and in which cross-cultural relations with foreign students play an important part."

"The Quiet Revolution: The Pre-Baccalaureate Program of the City College." J. of Human Relations 1968 16(3): 301-314.

Discusses the program conducted by the City College of New York since the summer of 1965. Negro and Puerto Rican children lack motivation because an indifferent society has assumed that such children cannot learn. The first basic objective of the program is "to set up an educational situation in which the student has an opportunity to improve his scholarship to the level of standards he could not meet at the time of the initial application." The college has established what is in effect a protracted entrance process which may last a year or longer. The staff works closely with the students on a personal basis, employing a variety of pedagogical, administrative, and advisory services to develop in the student an attitude that will enable him to achieve academically and live with a reasonable expectation of attaining professional status after graduation. The program has been a success that it may well "result in an overhaul of the archaic admissions and selective machinery of America's higher educational system."

"The Southwestern Consortium For History Education: A Model of Interdisciplinary and Interinstitutional Cooperation." Hist. Teacher 1973 6(2): 219-226.

The Southwestern Consortium for History Education attempts to educate teachers away from the "Anglo" approach and to emphasize cultural pluralism in an area with many Mexican Americans and Indians. The consortium is based at Southern Methodist University and the Dallas Independent School District. Its success is due to adequate funding, support from scholars in other fields, and cooperation between local schools and institutions of higher education.

"The Student Left In Puerto Rico." J. of Social Issues 1971 27(1): 167-181.

Similarities exist between leftist students in Puerto Rico and their counterparts in the United States. The University Federation for Independence (FUPI), a leftist student group, has grown in recent years for reasons similar to those that have caused growth of leftist groups in the United States.

Thurman, Alfonzo, Ed., "Selected Conference Proceedings, Wingspread Conference on American Ethnic Studies in Wisconsin, May 1-3, 1978." 139p.

In this conference report the functions, problems and directions of ethnic studies in the University of Wisconsin system are addressed. Brief papers and discussions by conference participants focus on the history of the task force charged with developing American ethnic studies programs, a perceptual approach to ethnic studies, defining Afro American studies, curriculum models, a module approach to ethnic studies in higher education, and teaching strategies and program development concepts. The report also includes an address on ethnic and cultural pluralism in the United States general recommendations, and a roster of conference participants.

Tio, Aurelio., "Inter American University: The Past Remembered." Rev. Interamericana (Puerto Rico) 1976 6(3): 361-382.

The Inter American University, Puerto Rico's most prominent private university, was the product of John William Harris (1876-1956). Harris took over the Palmarejo Institute, modeled on Tuskegee Institute, and turned it into a major university. Based on personal memory.

Tio, Aurelio., "Puerto Rico: Site Of the Primordial University of the Americas." R. Interamericana (Puerto Rico) 1974/75 4(4): 484-492.

An English version of an earlier article in the Boletin de la Academia Puertorriquena de la Historia, II (January, 1971). Although direct proof is lacking, circumstantial evidence concludes that a university was functioning in San Juan by 1522, making it the first such institution in the New World.

Tollett, Kenneth S., "Community and Higher Education." Daedalus, 104, 1, Winter 1975, 278-297.

The author discusses his ultimate goal for higher education. Higher education should nurture and sustain a universal world community within the framework of pluralistic societies. Ways to achieve this goal are described.

Trenholm, Sarah and Todd de Mancillas, William R., "Student Perceptions of Sexism." Q. J. of Speech 1978 64(3): 267-283.

Eighty-nine college students were surveyed and tested to determine their awareness of sexism in behavior, language, nonverbal communication, and the media. Males and females showed equal awareness, but both saw women as the primary targets of sexism. Original research and secondary sources.

Turner, Robert Gerald; Horn, Joseph M., "Personality Correlates of Holland's Occupational Types: A Cross Cultural Study." Journal of Vocational Behavior, 1975, 6, 3, June, 379-389.

J. L. Holland's theory of vocational choice (MAKING VOCATIONAL CHOICES: A THEORY OF CAREERS, Englewood Cliffs, NJ: Prentice-Hall, 1973) is reviewed. 234 M & 168 F Mexican-American freshmen were classed into Holland's occupational types on the basis of a questionnaire, & were also given a personality inventory. Discriminant analysis of the group shows significant group differentiation & 2 significant discriminant functions for M's but no significant results for F's. Thus, the use of Holland's characterizations for Mexican-American M's, but not F's, is strongly supported.

Verdoodt, Albert., "L'universite bilingue (The Bilingual University)." Laval Univ., Quebec (Quebec). International Center for Research on Bilingualism. 1969, 33p.

A noticeable trend in higher education is the development of the bilingual university. This study considers a university bilingual if it satisfies one element in the following definition: (1) all courses are given in both languages; (2) a part of the program is in both languages; or (3) all students are required to take some courses in one language and some in the other language. Questionnaires were sent to 222 universities that satisfied the definition. The 105 universities respondong to the questionnaire were organized according to the following categories; (1) organized bilingual institutions, that is, those having a person in charge of the organization of bilingualism and requiring all students to know both languages; (2) "de facto" bilingual institutions, or those which require knowledge of both languages even though no one is in charge of the bilingualism; (3) unilateral bilingual institutions in which the majority of the courses are given in the language of one of the groups whose members can then easily not become bilingual; and (4) bilingual institutions comprised of "two solitudes" in which there is little contact between the two linguistic groups. Of the four types, the first one is in the minority with ten universities represented. Two appendices provide the questionnaires and a list of the universities in each category.

Wade, M. B., "Contemporary Issues in Teaching Introductory Sociology." Series: MISSA 1978 0223.

The analysis of man's culture & society -- the "warp" & "woof" of sociology -- is a very ambitious & difficult assignment, for teaching sociology well, regardless of the nature of the course or the level, is not an easy task. Perhaps the most difficult to teach well is the introductory course, for it encompasses both time & space without limitations, drawing, as it does, from many different disciplines & areas of knowledge. The introductory course should be assigned to the most experienced & best qualified faculty members, not, as is often the case, to the least qualified. The key to good teaching is interest on the part of all concerned. "Where there is no interest, there is no learning." Fortunately, however, the mass media, with its many facets, is available to the resourceful instructor. The utilization of such resources in the forms of radio & TV newscasts, daily newspapers, weekly news magazines, etc. bring untold rewards in renewed interest & knowledge, for the "here & now" is a ready-made source for both instructor & student.

Almost daily, examples &/or references can be noted to such concepts as collective behavior, marginality, minority relations, cultural pluralism, SS, social change, deviant behavior, symbiosis, social distance, polarization, social pathology, role conflict, mobility, zero population growth -- to name just a few. The diligent, resourceful, innovative, imaginative, ambitious instructor can (& should) utilize every resource of the mass media to make any sociology course -- but especially the introductory course -- meaningful, relevant, & interesting to his students, not to mention himself.

Walker, Ian., "Teacher Exchange: From Canada to Kansas." Community College Frontiers, 4, 2, Winter 1976, 42,45-46.

A Canadian community college instructor describes his experience teaching at Johnson County Community College (Kansas). Administrative structures, teaching methods, and environments are described and compared.

Waxman, Chaim I. and Helmreich, William B., "Religious and Communal Elements of Ethnicity: American Jewish College Students and Israel." Ethnicity 1977 4(2): 122-132.

Surveys of attitudes among Jewish students in the Northeast show that attitudes on Zionism. Jewishness, and Israel were part of strong and complex self-images based on combinations of Americanism, religiosity, and belief in communalism. Most expressed positive identification with Israel, but few expressed desire to live there. Extent of support of Zionism was based upon its compatibility with their self-professed Americanism (which seemed to consistently outweigh identification with Jewishness). Covers 1973-76.

Whiteman, Henrietta V., "A Vision: The Warrior-Scholar-Community Activist, the End Product of Indian Studies." American Indian Resourse Associates Oglala, S. Dak.; Navajo Community Coll., Tsaile, Ariz. 1974, 39p.

American Indian Studies as developed in institutions of higher education should be designed to produce a new type of person--a warrior--scholar, community activist who not only understands the various worlds in which the Indian must live but is actively involved in improving these world via bicultural participation in a pluralistic society. The development of Indian Studies should include courses for undergraduates, graduates, and summer institutes taught by Indian teachers or non-Indian professionals who have been sensitized to the Indian perspective. An informal survey of the kinds of courses most successful in American Indian Studies reveals a need for courses in: (1) general nationwide history; (2) culture as expressed via language; (3) the urban Indian; (4) regionalized history; (5) literature and oral traditions; (6) ethno-science; (7) Native women; (8) music; (9) art; (10) dance; (11) penal institutions; (12) community development; (13) the reservation Indian; (14) religion and philosophy; (15) contemporary issues; (16) an historical perspective on Indian education; (17) research and analysis of critical issues affecting the American Indian and (18) direct independent study. Graduate programs utilizing these kinds of courses should be practical and field based to assure emergency of the warrior-scholar.

Williamsen, Marvin, Ed.; Morehouse, Cynthia T., Ed., "International/ Intercultural Education in the Four-Year College; A Handbook on Strategies for Change. Foreign Area Materials Center Occasional Publication No. 22." April 1977, 104p.: Based on the Wingspread Workshop on Strategies for Change in International/Intercultural Education (Racine, Wisconsin, June 16-18, 1976).

The results of a June 1973 seminar and subsequent workshops on the diffusion of educational change are reported. Papers are presented in three sections. The first section, Institutional Development, introduced by Theophilis E. McKinney, Jr. and Bonnie B. Larson, contains three papers: "Integrating the Intercultural Dimensions in a New Liberal Arts College: The International Education Program at Eckerd," by Clark H. Bouwman; "Intercultural Studies at a Small State University Ramapo College of New Jewsey," by Walter T. Brown; and "Intercultural Programs at a Large State University; Michigan State," by William T. Ross. An introduction by Ann I. Schneider and Sam H. Lane to the Faculty Development section is followed by: "An International Studies Program in a Liberal Arts College: The South Asian Study Program at Davidson," by Frederick H. Gaige: "A Consortium at Work in the World: The Great Lakes Colleges Association in Yugoslavia," by Irwin Abrams: "Community Colleges and International Teacher Education at New Paltz: Regional cooperation Within the State University of New York System," by David M. McDowell; and "Summary: Successful Contributing Factors" by Ann I. Schneider. Section III, Instructional Development, contains an introduction by Herbert H. Wood and includes these papers; Project Components for Attaining Intercultural Education Objectives," by B. Thomas Trout; "Identification and Capitalization of Resources for Intercultural Studies," by Abdel Aziz Fouad; "The Interdisciplinary Foundation of Intercultural Studies," by Paul Conner; and "Incorporating an Evaluation System: An Essential," by Sheryl Reichman.

Wilson, Warner; Dennis, Larry; Wadsworth, Allen P., Jr., "Authoritarianism" of the Left and the Right. The Bulletin of the Psychonomic Society, March 1976, 7, 3, 271-274.

To find whether the California F-Scale measures general authoritarianism ("hostility or prejudice") or some prejudices more than others depending upon the object of prejudice, 115 students in psychology & sociology classes were tested & asked for attitudes toward certain individuals (job types) normally stereotyped as right-wing or left-wing. The left-wing measures were positive attitudes toward militant students, Negroes, & the NAACP, & negative attitudes toward the policy, the military, & Coll administrators. The right-wing measures were attitudes in reverse order. The F-Scale correlated highly with right-wing attitudes (.70), but the inverse with left-wing attitudes (.25), with a moderate correlation between the two right/left wing measures. A group of 45 Rs who were either extremely right or left was extracted from the original sample, & these correlations were .79 (right-wing) & .65 (left-wing). Results are discussed in terms of ethnocentrism/xenocentrism & SC.

Winks, Robin W.; Forrey, Robert., "A Future for American Studies Abroad." International Educational and Cultural Exchange, 10, 4, Spring 1975, 3-6.

Discusses the American regional conferences planned for 1975 that will offer world scholars an occasion to explore unique problems relating to teaching about the U.S. as a foreign country.

Winks, Robin W.,. "Review Article: Bicentennial Sweepstakes." J. of Am. Studies (Great Britain) 1978 12(3); 377-382.

British, Canadian, and Australian academicians faced up to the challenges of serious studies of American questions and contributed many notable volumes to the flood of histories written to celebrate America's Bicentennial in 1976. Their best contributions included: Contrast and Connection: Bicentennial Essays in Anglo-American History (London: G. Bell, 1976) edited by H. C. Allen and Roger Thompson; American History-British Historians: A Cross-Cultural Approach to the American Experience (Chicago: Nelson-Hall, 1976) edited by David H. Burton; and Studies on the American Revolution (South Melbourne: Macmillan, 1976) edited by Neville Meaney. These works particularly exemplify the careful and sophisticated scholarship in foreign universities on American history.

Wotiz, John H., "The Education of Foreign Chemists in America." Journal of Chemical Education, 54, 7, 413-6. July 1977.

Provides the summary report of a symposium. The major topics summarized are, how many foreign chemistry students are in American universities, the quality of their academic preparation, language problems, what kind of education is best for them, and reverse brain drain.

Yinon, Yoel; Abend, Arie; Chirer, Amos., "Prejudice Towards Israelis of Oriental Origin Among Israelis of Western Origin." The Journal of Social Psychology, Aug. 1976, 99, 2, 171-178.

40 M & 40 F Israelis of Western ethnic origin, 18-30 years of age, nonreligious, & having at least a high school education, were selected at random on a U campus & at Lod (Israel) airport. They were asked to evaluate, by means of rating scales of 10 pairs of traits (eg, honest-dishonest, stable-unstable, kind-cruel), the personal characteristics of 4 young M's & 4 young F's after viewing their photographs. The photographs had been judged beforehand for ethnic origin by a group of judges having characteristics similar to those of the S's. The photographs with the highest interjudge consensus & confidence ratings were selected, & included 2 M's & 2 F's in each ethnic group. A 3-way analysis was performed on the X ratings. It was found that: (1) all S's evaluated the "Western" photographs in a significantly more positive way than the "Oriental" ones; (2) all S's evaluated the F photographs in a significantly more positive way than M Photographs; (3) F S's evaluations of all the photographs were significantly more positive than the M S's'; & (4) there was a significant interaction between the sex & ethnic origin of the evaluee, so that while there was no difference between photographs of M's & F's when judged to be of Western origin, the photographs of Oriental F's were evaluated more positively than Oriental M's. The findings are compared with those of other studies; direct measures, as opposed to indirect measures, such as the one used here, may be misleading.

Young, David M.; Beier, Ernst G.; Beier, Paul; Barton, Cole., "Is Chivalry Dead?" Journal of Communication, 25, 1, Winter, 1975, 57-64.

36 undergraduate M's at the U of Utah were divided into 2 groups of 18 on the basis of their responses to several opinion questions concerning women's roles & women's liberation. These 'prolib' or 'antilib' M's were placed in a "game-aggression situation" with a F previously informed of the nature of the experiment. The apparatus employed in the game consisted of 2 "Bataca" (pillow) clubs, one electrically modified to be sensitive to the frequency & intensity of blows landed upon a similarly armed opponent. The S & the confederate took part in 2 90-second bouts. In the 1st encounter, the F maintained a "defense only" posture; in the 2nd round, she maintained a fixed rate of attack. Game aggression of the M was measured by the X intensity of the S's blows. Afterwards, the S filled out questionnaire's of the California F scale & a social desirability measure; only then was he debriefed. It was found, by a 2-way analysis of variance with 1 factor a repeated measure, that 'prolib' blows were of greater X intensity than 'antilib' blows in both bout 1 & bout 2. Increase in intensity, however, was far greater in 'antilib' group in the bout 2 situation. The frequency of blows of both groups increased in bout 2. On the questionnaire's, the 'antilib' group scored higher on authoritarianism than the 'prolib' group. No reliable differences were found between the 2 groups on the social desirability scale, though negative correlation did appear with reports of severity of parental discipline. The 2 groups did respond differently: The 'antilib' group responding reservedly in the 1st bout, more aggressively in the 2nd. This may indicate a nonverbal show of distaste for the aggressive women. Such information may be helpful in the study of social interactions between "traditionalist" men & "liberated" women.

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DECEMBER, 1980

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Alston, Jon P., "A Cross-Cultural Comparison of Church Attendance Patterns in the United States and France." International Journal of Comparative Sociology, Sept-Dec. 1975, 268-280. (16) 3-4.

2 national representative surveys of US & French populations are compared in terms of the church attendance patterns of both societies. The most frequent attenders were American Catholics & American Protestants. One reason for the low attendance figures among the French population is that French Wc M's seldom attend church services, as do the U-trained French. By contrast, few groups of Americans are unchurched, & the US churches are able to attract members from all sectors of the population. Even though M-F weekly church attendance differs more among American Protestants than American Catholics, church attendance in France is generally viewed as F-appropriate behavior.

Alston, Jon P., "Japanese and American Attitudes toward the Abolition of Capital Punishment." Criminology, Aug. 1976, 271-276. 14(2).

The utility of archived data for the comparison of the beliefs & values from 2 or more societies is exemplified in a cross-cultural secondary analysis of Japanese & American attitudes toward the abolition of capital punishment. Problems of interpreting the data are discussed. Analysis shows that blacks & White American F's are more likely to approve of the abolition; no differences by sex were identified in the Japanese sample. For both countries, those who are younger & more educated hold less punitive attitudes. Overall, the Japanese are less likely than Americans to approve of the abolition of capital punishment.

Baker, Sally Hillsman; Levenson, Bernard., "Earnings Prospects of Black and White Working-Class Women." Sociology of Work and Occupations, May, 1976, 123-150, 3(2).

Earnings of white, black, & Puerto Rican graduates of the High School of Fashion Industries in New York City are analyzed for the 5 years after graduation for 1,100 F's graduated 1956-1963 in the 4 womens-wear curricula. 'Stem-and-leaf' displays invented by Takey are used for data presentation ("Some Graphic and Semi-Graphic Displays," in STATISTICAL PAPERS IN HONOR OF GEORGE W. SNEDECOR, T. A. Bancroft, Ed. Ames, Iowa; Iowa State U. Press, 1972). Puerto Rican & black graduates earned considerably less throughout the 5-year period than whites who completed the same curriculum. The 'dual economy' model of labor markets, in which the poor & minorities are segregated into less desirable jobs & firms, is considered as an explanation. These findings cast doubt on the theory that educational & training equalization will enable minorities to gain equal job opportunities.

Baldwin, Roger, "Recollections of a Life in Civil Liberties-Part I. Civil Liberties R. 1975, 39-72. 2(2).

Roger Baldwin, the founder in 1920 of the American Civil Liberties Union and its executive director until 1950, is now, at 91, the ACLU's international work adviser. He is, in addition, an energetic honorary president of the International League for the Rights of Man, of which he was a founder in 1942, and is a frequent lecturer on Civil Liberties at the University of Puerto Rico. This is the first of a series of Roger Baldwin's recollections to be published in The Civil Liberties Review. Here he describes the events and people of his early years (1906-19) that led him to become a civil Liberties activist.

Becker, James M., "Intercultural Awareness at the Elementary and Secondary School Level." 1977, 18 pp.

This paper provides a state of the art review of intercultural awareness at the elementary and secondary school level. The key assumptions underlying this paper are two: (1) Intercultural awareness education, however many fields or special efforts are included, is increasingly becoming education for interaction in a global society or world community, and (2) the nation's schools bear a major responsibility for preparing children and youth to live in this complex world. An historical perspective on international education indicates that the establishment of UNESCO in 1945 was the most important event in this field during the post World War II era. Current developments include the passage in 1976 of an amendment to Title VI of the National Defense Education Act which authorized support for the development of international programs at the pre-collegiate level: Although there is a growing feeling that students need to know and understand more about peoples and cultures and that as members of the human species mankind collectively influences the direction of human affairs, there are few school programs which reflect a comprehensive approach to global problems and issues. Some barriers blocking the development of outstanding school programs are the lack of adequate instructional materials, community pressure or apathy, rigid attitudes, and inadequate motivation.

"Bilingual Education for Children: An Abstract Bibliography. ERIC Clearinghouse on Early Childhood Education, Urbana, Ill." Aug. 1975, 100 pp.

This selective abstract bibliography prepared by ERIC Clearinghouse on Early Childhood Education is a guide to recent ERIC documents on bilingual education of children. Citations have been divided into four sections: (1) selected ethnic groups (Spanish speaking, native American, Chinese, Portuguese and Filipino); (2) migrants; (3) second language learning; and (4) general (bibliographies, legislation, media, multicultural research, teacher training). Citations included are from "Resources in Education (RIE)." January 1974 through March 1975, and from "Current Index to Journals in Education (CIJE)." August 1971 through October 1974. There are 116 abstracts from "RIE" and 74 citations from "CIJE," Descriptor (subject index) terms are included for all citations.

Bortner, R. W.; Bohn, Claudia J.; Hultsch, David F., "A Cross-Cultural Study of the Effects of Children on Parental Assessment of Past, Present and Future." Journal of Marriage and the Family, May, 1974, 370-378. 36(2).

The effect of presence or absence of children on married person's estimates of their past, present, & future is examined. International survey samples reported by H.Cantril in THE PATTERN OF HUMAN CONCERNS, NJ: Rutgers-State U Press, 1965, provided the data utilized in the present study. Only 3 countries in the sample survey (the Dominican Republic, Panama, & Yugoslavia), had data showing the absence or presence of living children within the family. Systematic differences by country, SES within countries, sex, & explicit concern for children in expressed hopes & fears were obtained.

Some of these differences raised questions about the effects of children on parents, particularly in regard to the degree that children have a positive effect on women. The idea that children are essential to feelings of well being in women is strongly threatened by the findings. It appears that men, rather, associate feelings of well being with the presence of children in the family. At a time when parenthood becomes increasingly a matter of choice, the effects of children on parents' functioning needs much more extensive examination.

Bruck, Margaret., "Switching Out of French Immersion." Interchange on Educational Policy, v9 n4, 1978-79, 86-94 pp.

Three case studies of children with specific learning disabilities who were switched out of French Immersion programs are presented to provide background for the development of hypotheses for future study regarding the advisability of switching.

Byrnes, Lawrence W., "Guidelines for Teaching About Religion in the Social Sciences." Elementary School Journal, May, 1975, 501-505. (8)

Presents a brief rationale for including religious studies in the social sciences, based on the guidelines set forth in a California State Board Handbook. Includes a discussion of goals for pupils and teachers and some related teacher competencies.

Carpenter, John A.; Torney, Judith V. "Beyond the Melting Pot to Cultural Pluralism." 1973, 24 pp.

Assimilation of immigrants into the dominant culture of America helped to solidify a people, but at the same time the stimulation and opportunities for growth and change coming from a mixture of different people with different skills, values, and approaches to life were lost. Immigrants, particularly those from Eastern Europe, have been disparaged by ethnocentric writers. Children whose backgrounds are disparaged or ignored in public schools will feel badly about themselves, and children who have not been taught to appreciate and understand other peoples and cultures will grow up to be less adaptive and flexible adults.

Early childhood may be the most promising time to teach children about other cultures, both domestic and international. Learning a second language can be particularly helpful in fostering cross-cultural appreciation. Teachers themselves should have multi-cultural training so that they can sensitively and comprehensively offer an instructional program that encourages appropriate attitudes as well as teaches facts.

Cheever, Julia, Ed., The Responsive Education Program for Children and Adult Learners. Far West Lab. for Educational Research and development, San Francisco, Calif., 1975, 263 pp.

This book is intended for educators who want to know more about the theoretical foundations of the Responsive Education Program (REP), how the program works, how successful it has been, and what is required for implementation. The book also may be useful to instructors and staff developers who are training people to work in the field of education. Chapters one through five provide an overview and theoretical background through discussions of "responsiveness," the general rationale of the program, and the rationale for and implementation of the goals of the program. Chapters six and seven provide discussions of learner objectives and principles and program teaching guidelines. Emphasis is placed on the integration of the learning conditions that support the program goals. Chapters eight through ten present applications of the responsive model through a position paper on language and reading, descriptions of the classroom, and description of staff development. Chapters eleven and twelve provide discussions of evaluation and implementation. Appendix A is a list of sites in which the program can be observed in operation.

Clemente, Frank; Sauer, William J.; Williams, J. Allen, Jr.,; Babchuk, Nicholas; Johnson, David R. "Voluntary Associations and Minority Status: Comment and Extension." American Sociological Review, Feb. 1975, 115-117. 40(1).

In a recent paper, A. J. Williams, N. Babchuk, & D. R. Johnson (see SA G0408/ASA/1972/1351) examined differential participation in voluntary associations for members of 3 ethnic groups in Austin, Tex -- Anglo, black & Mexican Americans. Ethnicity was found to be an important predictor of participation with blacks having significantly higher rates than the other groups. Only 1 city was used, & the sample was restricted to residents of blocks having an X rent of -50 or less. An extension of this research was done, & the data were drawn from a 1971 survey of 1,849 households in a 7 county area bordering & including the Milwaukee SMSA. The sampling procedures were designed to include analytically sufficient numbers of black & Latin Americans in the higher SES ranges. Findings of X household rates of participation in voluntary associations for the 3 ethnic groups are presented. In the Milwaukee data, the ethnic data differences are very slight & not statistically significant. The discrepancy between the 2 sets of findings underscores 2 important suggestions

for future research: (1) caution is necessary in generalizing from data limited to 1 city & (2) additional research is needed. In COMPENSATORY AND ETHNIC COMMUNITY THEORIES: ARE THEY GENERALIZABLE, A. J. Williams (U of Nebraska, Lincoln), N. Babchuk (U of Nebraska, Lincoln), & D. R. Johnson (U of Nebraska, Lincoln), question whether the study done by Clemente & Sauer reproduced their same methods. The findings parallel those of the original study to a greater extent than they appear to realize. It is seriously questioned whether, Latin Americans as a group are comparable to Mexican Americans. The sample is predominantly working & Lc. but the theoretical point was made that it is precisely within these classes that compensatory & ethnic community factors are expected to be most pronounced. Perhaps other ethnic minorities were overlooked in Milwaukee -- a city in which more than 1 out of every 4 white, non-Latin has a mother tongue other than English. The restricted range is more appropriate for testing compensatory & ethnic community theory.

Dee, Rita, Ed., "Planning for Ethnic Education; An Overview of the Elements Necessary in Planning and Implementing Ethnic Studies." Illinois State Office of Education, Chicago. Urban and Ethnic Education Section. 1978, 148 pp.

The Illinois School Code requires that each student be taught the role and contributions of blacks and other ethnic groups in America. In this handbook aids are provided for elementary and secondary teachers striving to present meaningful ethnic studies learning experiences to their students. Definitions and desirable goals for ethnic studies programs are clarified as a basis for implementation of multiethnic materials into a curriculum. Examples are provided as to how this may be achieved. One element necessary in the provision of a multiethnic curriculum is the heightened awareness of and sensitivity to cultural differences. Classroom activities designed for encouraging this sensitivity at the middle, junior, and senior high levels are presented. The inclusion of cognitive material, while simultaneously challenging the student's mind and attitudes, is seen as necessary in creating a meaningful ethnic studies curriculum. In this context activities which focus on decision making and value strategies are suggested. A resource guide, primarily for the state of Illinois, is included, but readers are encouraged to seek out their own ethnic education resources. In addition, guidelines for the evaluation and selection of valid instructional materials are offered. Nationally available checklists for the evaluation of multiethnic education policies and practices are duplicated and appended to this document.

Dirks, Lydia; Dirks, Moses., "Atxax (Atka)." Alaska Univ., Anchorage, National Bilingual Materials Development Center. Apr. 1978, 48 pp.

Available from National Bilingual Materials Development Center, Rural Education Affairs, University of Alaska, 2223 Spenard Road, Anchorage, Alaska 99503.

Semi-dormant volcanoes, bombing by the Japanese, fierce storms, isolation, high fuel costs, and bureaucratic harrassment are some of

the conditions peoples of the Aleutian village of Atka, Alaska, have had to contend with in years past. In this illustrated booklet, printed in both Western Aleut and English, Lydia and Moses Dirks, lifetime residents of Atka, recount happenings from years past. The short stories tell of such events as fishing, reindeer hunting, fox trapping the art of basket weaving, and of a storm so fierce people thought their homes would be blown away. A theme of dissatisfaction with various government policies emerges from some of the narratives. One story tells of the use of the island as an air strip during World War II and the mess that was left behind when the strip was closed. It is mentioned that some people think the U.S. Navy is trying to force the people to leave the island and examples are given of some Navy actions that seemingly lend credence to that idea. The sea otter is described as a nuisance, protected by the government, yet so abundant that otters are stripping the area of food sources commonly used by the Aleut people. This document is intended for use in bilingual education instruction.

Duhl, Leonard J., The Urban Condition. New York: Basic Books, INC. 1963, 410 pp.

No description

Echternacht, Gary J., "Sample Design for "Other Nations, Other Peoples." Research Memorandum No. 74-4. Educational Testing Service, Princeton, N.J., Apr. 1974, 17 pp.

"Other Nations, Other Peoples." a research project of the U. S. Office of Education, studied the degree of ethnocentrism present in elementary and secondary public school students. The research design was three-way, calling for stratified samples according to county, school and students. The purpose of the study was to determine how ethnocentrism related to age and sex, knowledge of other peoples, educational experiences and geographical and cultural factors. Counties were classified by population size. Fifty counties were selected, of which 25 had populations over 500,000 persons. The smaller counties were stratified according to educational level, income level and region. Two schools were selected from each county and ten students were selected from each school. The resulting formulas for estimation are presented.

"Ethnicity in American Political Life - The Italian-American Experience." Internat. Migration R., 1969, 78-81. 3(2)

A summary of the American Italian Historical Association conference 26 October 1968, at Columbia University. The conference focused on the impact of ethnicity for politicians. The conference proved that Italian-American Studies are improving.

Fasting, Barbara Potter., "Children's World Friendship." Elementary School Journal, Nov. 1975, 100-103. 76(2).

Explains goals and functioning of Children's World Friendship, an organization which promotes friendships among children in elementary school classrooms in different countries.

Fathi, Asghar., "Mass Media and A Moslem Immigrant Community in Canada," Anthropologica, 1973, 201-230. 15(2).

An attempt is made to develop a set of approximately interrelated hypotheses based on functional analysis about the pattern of mass media use by an ethnic immigrant group with a cultural & linguistic background very different from that of the industrial host country. Discussion is divided into 2 parts: (1) empirical findings based on standardized interviews with 51 Moslems & 22 Christian Arab M immigrant residents of the Prairie City regarding their use of short-wave radio broadcasts from abroad & the Canadian mass media, & (2) an attempt is made to organize a framework, based on functional analysis, into which can be fitted a variety of hypotheses about the consequences of mass media use by an ethnic group such as the Moslem Arabs in a modern industrial society. Of the 51 household heads interviewed, 92% came from Lebanon; 78% had been in Canada for 2-14 years. Most were manual workers, with only 12% having finished high school. Due to the small number of R's, no conclusion was reached on the first hypothesis. Recent sociological researchers have demonstrated that in Ur industrial areas most people are still well anchored to groups & group affiliation plays an important role in the behavior of the audience of mass media. Due to the increase in cross-national & cross-cultural contacts resulting from advances in communication technology, the fear of "massification" is not well founded. Unlike the situation of minority ethnic groups & immigrants of 50 years ago & previous, the language & culture of the ethnic communities of today & tomorrow are less in danger of extinction. The advance of communication technology greatly facilitates contact between people of similar cultures, separated by distance.

Fougeyrollas, Pierre., "Marx, Freud et la Revolution Totale (Marx, Freud and Total Revolution)." l'Homme et la Societe, Apr-Sept., 1972, 3-22, 24-25.

The capitalistic system cannot satisfy the needs of the world's proletariat. The capitalist system pushes workers (esp those of Asia, Africa & Latin America), women & young people to fight against it in order to ensure their survival & development. Struggles of sex, age & ethnicity in & of themselves are doomed to failure; but linked to a world-wide class struggle, they would make an incomparable contribution to the revolution. However this revolution must be total or it will not survive at all. The elaboration of a total sci of the future of mankind, in the perspective of total revolution, inevitably leads us to K. Marx & S. Freud. Both men were marginal to society in a double sense: they were Jews in a European society culturally dominated by Christians, & their att's towards religion set them apart from the rest of the Jewish community. Because of this, they were able to develop the psychol'al & SD which enabled them to propose their theories. Marxism stems from 3 sources -- classic German philosophy, English econ's, & French solialism -- which were the 3 major traits of capitalistic society from the 1850's on.

It must be recognized that both Marx & Freud were inspired by dialectics. It is shown that their ideas have great historical importance & revolutionary promise, but they are only the beginning of the realization of the total revolution.

Fox, Karen F. A., "Review Essay: Audiovisual Teaching Materials." Signs: J. of Women in Culture and Soc. 1975, 185-192. 1(1).

"Recently produced (1972-75) audiovisual materials on women have provided increased opportunities to observe women's lives and to hear women speak about themselves and these observational data can serve as a basis for inquiry into the forces that influence women's lives." A series of 26 films. Faces of Change (American Universities Field Staff, 1974), is an ethnographic cross-cultural examination of women, modernization, and society. Other films and audiotapes for high school students question "sex-role stereotypes and the ways girls have been socialized to confirm" and working women and job discrimination. Recommends the production of more audiovisual instructional materials for the social sciences in the 1970's. Based on primary sources.

Goetze, Dieter., "Einige Bemerkungen Zu Einer Soziologischen Theorie Charismaticher Politischer Fuhrerschaft(Some Notes on a Sociological Theory of Charismatic Political Leadership)." Dritte Welt, 1972, 315-334. 1(3).

Weber's concept of charismatic leadership should be freed -- within the field of pol'al sociol -- from its non-sociol'al burden & should be limited to the relations between a pol'al leader & his followers. This relationship is defined as "charismatic interaction." Emphasis is put on its genesis. Weber's hyp is refined: the conflict between at least 2 competing SE elements & the arising of a void of legitimacy with a climate of unpredictability & uncertainly favor charismatic action-interaction to a special degree. Examples from the Third World support the hyp. Charismatic interaction is to a great extent determined by explicit role-expectations of soc groups & quasi-groups involved. Structural elements of charismatic interaction are tendencies toward synthesis & integration & pressures to follow certain traditional patterns which also limit the pol'al leader's functions of providing values & norms in charismatic interaction. Within this context a reference is made to the role of the external world which on the one hand might have a role-enforcing effect for the pol'al leader but which is also cited as a negative model of reference operating toward intensification of charismatic interaction. Intercultural comparative studies, taking into account these aspects, can make the concept of "charismatic leadership" a more useful analytical approach in the field of pol'al sociol.

Goldlust, John; Richmond, Anthony H., "A Multivariate Model of Immigrant Adaption." International Migration Review, Summer, 1974, 193-225. 8(2).

A multivariate approach is necessary for the analysis of data on immigrant adaptation, recognizing that HB is the outcome of many different determinants. The simplest form of the multivariate model assumes that the immigrant population is heterogeneous & is influenced by diverse premigration characteristics & conditions. The receiving society is also recognized as heterogeneous & under change. Out of

the interaction of these 2 groups emerge new social patterns determined by the interplay of such forces as technology, demography, & economy. The impact of a migrant population upon the host society depends on factors such as the size of the flow of immigrants. There are conditions in the host society which influence its interaction with the immigrant inflow; these include degree of urbanization, & political organization. Elaboration of the multivariate model indicates these features of the immigrant & the host society. In comparative studies of immigrants in different countries, & even in regions of one country, situational determinants influencing experiences of immigrants must be considered. In order to study the immigrants in Metropolitan Toronto, many of these situational determinants must be considered. In Toronto, there is a considerable degree of ethnic pluralism. Important premigration characteristics include the birthplace, mother tongue, & religion, as well as age, age of arrival, & sex Education, & length of stay are the most important determinants of the mode of adaptation of immigrants in Toronto. Acculturation & social integration were examined for immigrants of Toronto. Ethnicity per se accounts for a rather small proportion of variance in immigrant adaptation. Higher education is associated with a greater acceptance of other ethnic groups in SR, such as friendship & marriage. Primary social integration seems to be more closely related to satisfaction, identification, & ethnicity. 5 distinctive typologies or modes of adaptation are outlined as a simplification of the different ways in which the variables can combine.

"Good Ideas.", NJEA Review, Apr. 78, 31-3. 51(8).

Presents six short articles on how to develop students' creative skills, reading and vocal communication, and on preparation for the job market.

Gottlieb, David and Heinsohn, Anne Lienhard., "Sociology and Youth." Sociol. Q., 1973, 249-270. 14(2).

"While a variety of social structural factors do influence all youth, it is critical to note that American youth are not a monolithic entity. Obviously, differences in age, race, sex, and socioeconomic status will play a part in what youth think, feel, and believe. Still, as this review of youth-oriented research indicates, the empirical focus, for the most part, has been upon white, middle-class, college students. One result of this research bias has been a tendency to generalize for all youth from data collected from a relatively small, select, youth population. A second obvious outcome is that sociologists have largely ignored the study of poor youth; non-students; blacks, Chicanos, Puerto Ricans, American Indians; youth in the work world; youth in the military; and females. Generally, this review of the social science research suggests that there is consensus among students of youth behavior as to the factors which influence the attitudes and behavior of contemporary youth. At the same

time, it must be noted that much of what is pronounced is based on little in the way of empirical research and derived primarily from observations of a limited segment of American youth. Finally, this review of the literature would certainly support the observation that social scientists have provided little in the way of knowledge that would be of value to policy planners, program developers, or those involved in the day to day business of youth socialization."

Gould, Julius., "A Sociological Portrait: Nationality and Ethnicity." New Society, Dec. 1971, 1281-1283. 18, 483.

No description.

Griffin-Beale, Christopher., "Unearthing a Black Tradition." Times Educational Supplement (London), Feb. 24, 1978. 3271, 24-5.

Looks at the world history course developed by teachers at Tulse Hill Comprehensive in South London.

Griffin, James., "Ethnonationalism and Integration: An Optimistic View." Meanjin Quarterly, Sept. 1975, 240-249. 34(3).

Analysis is presented of several divisive elements or sources of disunity present in Papua New Guinea: racialism, linguism, religious affiliations, differences in custom, & regionalism. Although there is a diversity of skin colors encouraging the sense of ethnonationalism, the peoples of Papua New Guinea belong to one biological stock. The two major languages are Police Motu & Pidgin English, the latter language becoming increasingly popular, though both are widely used. Neither can be used for higher education without becoming anglicized. Religion is "a subcultural & not a major determinant of ethnicity." Differences in custom do not pose crucial problems. Regionalism poses a dangerous divisive force but is apparantly controlled. Australia cannot be held responsible for the lack of nationalistic stimulants in Papua New Guinea.

Guichard, Charles P.; Connolly, Margaret A., "Ethnic Group Stereotypes: A New Look at an Old Problem." The Journal of Negro Education, 1977, Summer, 344-357. 46(3).

A study was conducted to measure certain perceived traits among five ethnic groups: (1) blacks, (2) Chicanos, (3) American Indians, (4) Asians, & (5) whites. Data were gathered in 1972 from 17 blacks & 13 whites employed as supervisors in San Francisco hospitals, & in 1975 from 21 whites, 4 Chicanos, 1 Chinese, & 1 Filipino attending high school in Sunnyvale, Calif. Ss were administered a questionnaire based on N. Schoenfeld's study ("An Experimental Study of Some Problems Relating to Stereotypes." Archives of Psychology, 1942, 270) asking them to rate each of the five ethnic groups in terms of ten traits: (A) industrious, (B) intelligent, (C) artistic, (D) sportsmanlike, (E) cruel, (F) lazy, (G) shrewd, (H) superstitious,

(I) scientific, & (J) pugnacious. When data were evaluated in terms of white & black attitudes, it was determined that each group perceived the other as having the same positive & negative traits in roughly the same proportions as were attributed to the self-group. These findings differ from those obtained in surveys conducted between 1936 & 1966, & indicate that denigrating stereotypes of minority groups previously expressed by whites may be decreasing.

Hanke, Lewis., "Four Genuine Generalizations on Academic Pollution Created By U.S. Latin Americanists." Secolas Ann., 1974,5;5-17.

Presents four points of contention concerning Latin American studies within the United States: 1) the presence of latin American papers in US libraries, 2) federal aid to US institutions to study Latin American countries rather than to Latin American institutions, 3) The teaching methods of Latin Americanists, and 4) the ethnocentrism displayed by Latin Americanists in passing judgment on Latin American culture and politics.

Harper, D. Wood Jr.: Garza, Joseph M., "Ethnicity, Family Structure and Intergenerational Solidarity." Sociological Symposium, Spring, 1969, 2, 75-82.

No description.

Harrison, Roger; Hopkins, Richard L., "The Design of Cross-Cultural Training: An Alternative To The University Model." Journal of Applied Behavioral Science, Oct-Dec. 1967, 431-460. 3(4).

No description.

Hausrath, Alan R., "A User's Guide for the Fabulous Abacus." Instruction, Olympia, Migrant Education Program, 1978, 20 pp.

A guide for using an abacus is accompanied by a heavy-duty paper abacus. The guide includes instruction in how to represent numbers on an abacus as well as in place value, addition, carrying, subtraction, and borrowing. Diagrams are used throughout the guide and a brief English-Spanish vocabulary list specific to the use of the abacus is included.

Havinghurst, Robert J., "Indian Education Since 1960." The Annals of the American Academy of Political and Social Science, Mar, 1978,436, 13-26.

Since 1960, there has been a growing policy of Indian self-determination in the field of education of Indian youth .

Two major federal government laws have put money behind this policy The Indian Education Act & the Indian Self-Determination & Educational Assistance Act. This leads to a policy of local self-determination for Indian tribes & Indian communities, & to greater

responsibility of Indians as teachers & administrators. During this same period there has been a rapid expansion of the number of Indian students in Coll, most of them aided by government scholarship funds. There has also been a growth of schools on reservations, operated by local native school boards, with government funds.

The question of the basic goal of the education of Indian youth--assimilation into the Anglo society or separate economic & social activity, based on culture & tradition -- is examined. Some form of cultural pluralism will be worked out, located between these two poles. Maximum self-determination has been recommended by the American Indian Policy Review Commission established by Congress for 1975-1977. Indian tribes & communities are increasingly expected to move to the cities, & this will favor assimilation into US social & economic life. In contrast to nineteenth-century government dealings with Indians, the Alaska Native Land Claims Settlement gives Alaskan Eskimos, Aleuts, & Indians a large sum of money & land in return for oil, minerals, & land taken by the white economy.

Hobson, Bryan., "A Cross-Cultural Comparison of Leisure Value Systems and Recreational Specialization." U. Alabama, University 35486, Series: ISA 1978 1949.

A conceptual framework of outdoor recreationists is developed around the concept "recreational specialization." This refers to a continuum of behavior from the general to the specific & is reflected by equipment, skills used, & preferences for specific recreation setting. Interviews were conducted with "specialist" recreationists in the US, which included fishermen, hunters, backpackers, mountaineers, photographers, birdwatchers, skiers, & canoeists. Earlier findings with regard to trout fishermen in the Intermountain West were validated by evidence that in other sports or hobbies as well, there exists a range of sportsmen from those with mimimal interest & skill to those who are highly committed & specialized members of leisure social worlds. It was found that: (1) sportsmen tend to become more specialized over time, (2) the most specialized comprise a leisure subculture with unique minority recreation values, (3) increased specialization implies a shift from consumptive to preservationist for esthetic) values, & (4) as specialization increases, specific dependencies (eg. on particular types of resources) increase. Cross-cultural comparisons are made on the basis of observations & interviews with hunters & fishermen in Canada & New Zealand. Findings are compared in terms of variable "perceived natural resource scarcity." Implications are discussed for natural resource policy in the respective countries. Also discussed are implications of a behavioral approach to leisure research.

Howard, Norma K. Comp., "Cultural and Cross Cultural Studies: An Abstract Bibliography." ERIC Clearinghouse on Early Childhood Education Urbana, Ill., Dec. 1974, 57 pp.

This selective bibliography cites recent ERIC documents describing cultural differences and their influence on children's cognitive, social, emotional, and language development. The bibliography is divided into three sections; (1) Cultural Differences; (2) Preschool Education and Day Care; and (3) Elementary Education (contains many social studies units). Citations are taken from "Research in Education (RIE); March 1972 through September 1974, and from "Current Index to Journals in Education (CIJE)"; April 1972 through September 1974. The descriptor (index) term used to search "RIE" and "CIJE" was "Cross Cultural Studies."

Humphrey, Craig R.; Louis, Helen Brock., "Assimilation and Voting Behavior: A Study of Greek-Americans." International Migration Review, Spring, 1973, 34-45. 7(1).

The role of ethnicity & SM in the voting behavior of Greek Amer's residing in a metropolitan community of the southeastern US is examined. The focus is on intergenerational diff's in the relationship between ethnicity (which is defined as "the feeling of 'we-ness' among an immigrant group"), & ethnic voting (here defined as support of an ethnic candidate & traditional affiliation with a pol'al party). Such a relationship was pertinent among Greek Amer's during the 1968 presidential election in which Spiro T. Agnew, a Greek Amer. was running on a Republican ticket; the majority of his fellow ethnics were Democrats. Data derive from a randomly selected sample of Greek Amer's in the Norfolk, Va. metropolitan area, who filled out a mail questionnaire, N of R's is unclear, but from 1 table it appears that it consisted of 197 Democrats, 197 Republicans, & 197 Independents. 2 hyp's were tested. The 1st was disconfirmed; contrary to the hyp, SM was found to reduce ethnicity by decreasing ethnic sentiments & changing the range of contacts for children of the foreign-born. The lower limits of ethnicity have yet to be defined, however. The 2nd hyp was confirmed; The support of an ethnic candidate in a partisan election was influenced by the persistence of ethnicity among Greek Amer's The majority of the Greek Amer's supported the Republicans during 1968 because a Greek Amer was running for vice president. It is concluded that structural assimilation is neither a prerequisite for, nor a consequence of, identificational assimilation. The distinction between ethnic identification & ethnic soc behavior refines the definition of "ethnic consciousness" referred to in both the assimilation & mobilization theories.

Jacoby, Susan., "Joseph Brodsky in Exile." Change, 1973, 58-63. 5(6).

One of the Soviet Union's leading poets now teaches at an American university. His views on culture and American students provide a fascinating portrait of an important intercultural encounter.

Jaffe, A. J.; Cullen, Ruth M., "Fertility of the Puerto Rican Origin population -- Mainland United States and Puerto Rico: 1970." International Migration Review, Summer, 1975, 193-209. 9, 2, 30.

The apparent higher fertility of Puerto Rican women is due to their age structure & their SES. Se factors influencing the fertility of the Puerto Rican population are analyzed for those living on the island as well as for those living on the mainland. Women born on the island had only a slightly higher fertility than those born on the mainland. However, women born on the island had significantly more children than those born on the mainland, because the former had less schooling, more were married & living with their husbands, & more were employed. The age distribution of the women on the island was more favorable to higher fertility. Puerto Rican women living in New York City had 10% lower fertility than those living elsewhere on the mainland. Migration data show that New York City has a lowering influence on the fertility of Puerto Rican women. The fertility of Puerto Rican school graduates resembles that of general US non-Spanish white high school graduate women. Significantly more non-Spanish whites are married & living with their husbands than women of Puerto Rican origin. Little difference exists between island-born & mainland-born high school graduates. Vast differences appear however, between women who have & who have not completed high school; the fertility is higher for the latter. When holding all other factors constant, both marital status & employment have a depressant effect upon fertility, the former having the strongest effect. Mainland-born Puerto Rican women living outside New York City demographically resemble the general population among whom they live. When age, marital status, education, & employment are held constant, family income appears to have no additional influence upon their fertility. A few women are "very efficient producers" & account for a large part of the sigma. Fertility. Due to certain SE trends, lower fertility for mainland Puerto Rican women can be expected in future years.

Jones, Arfon., "A Multicultural Neighborhood Comprehensive." Forum for the Discussion of New Trends in Education, 20, 1, 14-7 A 77.

Presents some implications for community education in a comprehensive school situated in a multi-ethnic environment. Shows how a school can contribute to the development of harmonious relationships that recognize diversity.

Kando, Thomas M., "Cultural Action and Cultural Free Enterprise." Series: ISA 1978 1990.

The alternative to cultural action is cultural free enterprise, ie, the absence of cultural policy. The major problem with this is the overall low quality of cultural consumption ("mass culture"). A possible strength is greater occasional vitality & creativity. The dangers of cultural action include: (1) elitism, & (2) totalitarianism.

Elitism means equating only high culture with good culture.. Totalitarianism means imposing elite culture upon the masses, or Uc culture upon the Lc. Both mean confining public support to elite culture. The various developed nations may be viewed as representing a continuum from cultural free enterprise to strong governmental cultural involvement (cultural action). The US is located at the free enterprise and of the continuum, Canada & the UK occupy intermediate positions, & various continental European nations (ie, Austria), including Eastern European states, are found toward the opposite end. Asked & tentatively answered are the following questions: (A) Who determines cultural policy? (B) On what grounds is cultural policy based? (C) How is normative consensus established? (D) How is cultural pluralism dealt with? (E) How is cultural policy validated?

Kehoe, J. W.; Underleider, C., "The Effects of Role Exchange Questioning on Empathetic Perceptiveness." Alberta Journal of Educational Research, v25, Mar. 1979, 48-52.

The purpose of this study was to test the effects of subjects reading passages from the novel, "Under the Ribs of Death," by John Marlyn, and then being asked role exchange questions. Subjects were pre-tested with a dogmatism scale and post-tested with a measure of empathy. No significant treatment or interaction effects were found.

Kramer, Marcia J., "Legal Abortion Among New York City Residents: An Analysis According to Socioeconomic and Demographic Characteristics." Family Planning Perspectives, May-June, 1975, 128-137. 7(3).

The characteristic profile of a high abortion New York City neighborhood is: F population of reproductive age consists of a large number of blacks or Puerto Ricans, per capita income is low, few are high school graduates, majority are unmarried, few children attend parochial schools, & typical families tend to be large. The principal conclusion of the 1970-71 study comparing reasons for deciding to abort among the various groups constituting the population of New York City, is that race plays a key role. Blacks have the highest abortion rate.

Their legal abortion rate shows a positive association with economic status, education, & F LF participation. The study overthrows the belief that blacks, for various psychological reasons, were less likely to have abortions than whites. Blacks tend to use legal abortion as a way of avoiding unwanted birth much more than other races, who would typically resort to contraceptive measures. It is calculated that blacks in New York City have 3 times as many abortions per birth averted as non-Puerto Rican whites.

Kuvlesky, William P.; Wright, David E.; Juarez, Rumaldo Z., "Status Projections and Ethnicity: A Comparison of Mexican American, Negro, and Anglo Youth." Proceedings of the Southwestern Sociological Association, Apr. 1969, 76-80, 19.

No description.

Kuya, Dorothy,, "The Unacceptable Face of Publishing." Times Educational Supplement (London), 3242, 16, July 22, 1977.

Argues that many new books for schools are simply more colorful versions of earlier texts which inculcate racist and imperialist ideas in children.

Lavender, Abraham D., "The Sephardic Revival in the United States: A Case of Ethnic Revival in a Minority-Within-A-Minority." J. of Ethnic Studies, 1975, 21-31. 3(3).

The Sephardim number about 180,000 and comprise some 3% of the total US Jewish community, most of them in New York. Until now they have been neglected by laymen and social scientists as well, perhaps because they are non-Yiddish speakers and have "non-Jewish" names. Gives a brief background of the group and shows recent events of a scholarly and educational revival, such as the work of The American Society of Sephardic Studies, new journals, and programs at Yeshiva University. The Sephardi Federation raises funds for youth programs in Israel, now about 60% Sephardic itself. Sociological reasons for this more intense ethnicity might be the increased numbers migrating here since the 1950's, and the current Middle East situation which now has a "a power of arousal" to overcome previous apathy, as well as the increased ethnic consciousness of America in general. We must adopt a multidimensional view of Jews as is used in Spain and Islamic lands, rather than the one-dimensional portrait confined to Europe's Ashkenazim areas; few countries provide such a "living laboratory" of ethnic group relations as does Israel. Secondary materials;

Lewis, Robert A., "A Technique for the Cross-Cultural Measurement of Dyadic Formation." International Journal of Sociology of the Family, Sept. 1973, 137-144. 3(2).

Presented is some methodological instrumentation which may facilitate cross-national & cross-cultural study of dyadic formation (DF), the initial steo in most family formation. Attention is given to the difficulties of minimizing cultural biases in most contemporary family measurement. Criteria for maximizing culture free measurement are used in 5 DF indices.

Outlined are procedures for such DF assessment in the processes of similarity-perception, pair-rapport, self-disclosure, role-taking, & role-fit. The instrument for measurement for premarital or other dyadic pairs is the Interpersonal Check List with established reliability & validity. Standardized norms for the 5 DF indices are given for 91 US couples at various stages of courtship & dating. Tests for assessing the initial, predictive value of the DF indices are described in terms of longitudinal examination of the 91 couples over 2 years.

Lewis, Ronald L., "Cultural Pluralism and Black Reconstruction: The Public Career of Richard Cain." Crisis, 1978, 64-65, 57-60. 85(2).

Richard Harvey Cain (1825-87) was a South Carolina State Senator, a US Congressman, a newspaper editor, an African Methodist Episcopal Bishop, and a college president. Born in 1825, he lived through slavery and the Civil War and worked to improve economic, political, and social conditions for blacks during Reconstruction. He died in 1887, having left a legacy of tireles effort and significant progressive change.

Liebman, Arthur., "Powerlessness and Stability: Student Politics in Puerto Rico." International Journal of Comparative Sociology, Sept-Dec. 1968, 208-222. 9,3-4.

No description.

Lison Tolosana, Carmelo., "Variaciones en fuego ritual"(Variations in Ritual Fire)., Revista de Estudios Sociales, Apr. 1971, 173-180. (1)

A description of the local custom in Piedrafita del Cebrero in Galicia, Spain, of lighting ritualistic fires. The local words that stand for this type of ritual activity are more expressive than cognitive because they articulate beliefs, relations, & affective values & desires. The popular belief is that the fire possesses virtue, ie, cures illnesses & destroys malevolent forces & influences. It is notable that numerous cultures, including the Rig Veda & Zunis, which are mutually distant in time & space, have attributed beneficient qualities to fire. The locations where fires may be lit are ritualistically prescribed: (1) the most central place in the village. (2) the highest hill in the area, (3) if a village is separated by some natural barrier, each half lights its own fire, & (4) if the village consists of groups of houses, a fire is lit in each neighborhood, at a crossroads. As the fire rises, traditional verses are chanted, dedicated to Saint John. The meaning of this custom is still insufficiently investigated & understood.

Luck, Helmut E.; Manz, Wolfgang., "Die Technik der Verlorenen Briefe -- E in Neues Instrument Verhaltensbezogener Einstellungsmessung? (Lost Letter-Technique -- A New Instrument of Measuring Attitudes Towards Behavior?)." Zeitschrift fur Soziologie, Oct. 1973, 352-365. 2(4).

From among the more recent & so-called nonreactive measures, the lost letter technique has turned into a technique which is gaining in popularity. It started out as a field experiment which was supposed to determine proso ial behavior. Since then, this technique has gained many adherents. Because the lost-letter technique has found many imitators, it is justified to study it in some detail, giving a comprehensive summary of the technique itself. Stamped letters are left in visible places, such as on transited sidewalks, under parked cars' windshield wipers, & so on. Some letters contain metal pieces

suggestive of a coin. Some are addressed to the Friends of the Nazis, etc. The "finders" of these "lost" letter on its way; &/or how many people would be "dishonest" & not forwarding the mail. This basic technique also had variants. Such things as weather, time of day, season of the year, & location, were important factors that needed to be introduced, as this technique was not only (originally) tried out in some US cities on the East coast, but also in some German cities, & even in Hongkong. The intervening variables, dependent or otherwise, as well as the many methodological weaknesses of studies already published are presented. It is clearly shown which bias factors may turn out to be effective when employing this technique.

Lueschen, Guenther; Blood, Robert O.; Lewis, Michael; Heiskanen, Veronica Stolte; Ward, Conor., "Family Organization, Interaction and Ritual-A Cross-Cultural Study in Finland, Germany, Ireland and Japan(U of Illinois, Urbana, Pendle Hill Center, U of Massachusetts, Boston, U of Helsinki, Finland & University Coll of Dublin, Ireland)." ISA, 1970, 0238.

No description

Lueschen, Guenther; Blood, Robert O.; Lewis, Michael; Staikof, Lachary; Stolte-Heiskannen, Veronica; Ward, Conor., "Family Organization, Interaction and Ritual; A Cross-Cultural Study in Bulgaria, Finland, Germany and Ireland." Journal of Marriage & The Family, 1971, 33, 1, Feb, 228-234.

No description

Mack, Louise; Flowers, Hazel., "Providing K-12 Multi-Cultural Curricular Experiences." Ohio State Dept. of Education, Columbus. Office of Equal, Jan. 1974, 75pp.

This curriculum guide seeks to provide teachers with a brief account of four minority groups in the United States; Afro-Americans, American Indians, Mexican-Americans, and Puerto Ricans. Because Afro Americans constitute the largest minority group, they are dealt with more extensively than the other three groups. This curriculum guide is designed to be used by teachers in all subject areas in grades Kindergarten through 12, as they incorporate minority history and culture into the total curriculum. Teachers should not be limited by the information and sources in this publication; due to space limitations, the guide is a highlighting of events rather than a comprehensive history. There are three ways to locate information; by subject matter, by date, and by means of the alphabetical index. To speed the location of material pertaining to Ohioans and Ohio history, a color screen has been applied to this material. This curriculum guide lends itself to a variety of teaching methods. Two of these are: (1) "Present-to-past." This method capitalizes on students' awareness of current events. What is happening today is studied and discussed in relation to former events. (2) Related Events. Since no event occurs in a vacuum, teachers of various subjects can relate their discussion of inventions, scientific discoveries, artistic triumphs, great newspaper editors, to other happenings of the time period being discussed.

MacKenzie, Norman., "The College Rush." New Society, June, 1964, 15-16. 90(18).

No description

Makins, Virginia., "Hands Across the Channel." Times Educational supplement (London), 3142, 9 Aug 22, 1975.

Author reported on an unusual cross-cultural exchange between two secondary schools in France and England.

Mayes, Sharon S., "The Material Requisites for Capitalism: A Cross Cultural Study." The British Journal of Sociology, June, 1977, 155-167. 28(2).

Comparative studies of the emergence of capitalism in feudal Europe have focused primarily on ideological institutions & their impact on economic relations. Here, a search is conducted for the relationship of ecological resources, agricultural activities, economic structure, & degree of bureaucratic organization to the transition of feudal Europe to capitalistic activity, & to the lack of such a transition in China. A complex set of material factors produced insoluble contradictions in the decentralized feudal regimes, while in China -- although many material requisities for capitalism existed -- similar contradictions did not result. In Europe, a growing population of a surplus in response to scarcity, the competition for sustenance among groups dislocated from the land, the emergence of agricultural wage-labor & ancillary occupations that existed solely on exchange in trade, & the decentralized nature of the feudal states which prevented stable control over the productive processes, produced the requisities for a transformation in the mode of production. In contrast, the growing population of China was not forced to compete for sustenance in response to scarcity of farm land or other resources. The Chinese bureaucracy, ancillary to primary production, was supported by the state's appropriation of the agricultural surplus; hence, it did not find primary support in unregulated trading or private service occupations. Further, the organization of the massive irrigation projects in agriculture provided the state bureaucracy with the means to control the Chinese laborers under one central authority to one central authority to one central purpose. The variation in type of agricultural production between feudal Europe & China accounts in part for, or lack of, the development of capitalist activity. The way in which surplus value is extracted, appropriated, distributed, & consumed is crucial to the conditions for a transformation in any mode of production.

Mazur, Allan., "Ethnicity of Jewish Social Scientists and The Six Day War." Jewish Social Studies, 1972, 243-247. 34(3).

Compares the response to Jewish ethnic identification before and after the Six-Day War by a particular segment of the Jewish intellectual community of the Boston area-the social scientists at Boston, Harvard, and Brandeis Universities. Response of the individual could be correlated with the Jewish community. Based on secondary works in English and interviews.

Meyer, Jeanie Keeny; Levine, Daniel U., "Concentrated Poverty and Reading Achievement in Five Big Cities." Paper presented at the Annual Meeting of the Educational Research Association (New York, N.Y., April, 1977, 44 pp.

This study attempted to determine whether better predictions of school-level achievement scores than have been reported for big city school districts could be attained by determining whether concentrations of poverty and related social characteristics are related to achievement in such a way as to make it possible to identify specific threshold points below which urban schools are not functioning effectively. Data on school-level reading achievement were obtained from five big city school districts; Chicago, Illinois; Cleveland and Cincinnati, Ohio; and Kansas City and St. Louis, Missouri. For each city, data were obtained and coded for all elementary schools which included at least grades three through six and which reported achievement scores for most of the years included in the data set available in that city. Major findings were; (1) reading levels for elementary schools in the cities included in the sample are highly predictable based on knowledge of neighborhood characteristics excluding measures of race and ethnicity, (2) in general, the best predictor variables for a given city are relatively stable from year to year and across achievement measures, (3) neighborhood characteristics which best account for achievement differences among the schools in this study denote differing aspects of social status and urban organization, and (4) relationships found between neighborhood predictors and elementary school achievement indicate that concentrations of poverty and related characteristics such as high family disorganization and high population density are associated with low achievement in the public schools.

Mintz, Sidney W., "Groups, Group Boundaries and the Perception of 'Race'." Comparative Studies in Society & History, Oct. 1971, 437-450. 13(4).

H. Hoetink's TWO VARIANTS IN CARIBBEAN CE RELATIONS: CONTRIBUTION TO THE SOCIOLOGY OF SEGMENTED SOCIETIES (London, England: Oxford University Press, 1967) contrasts 2 systems of perceiving persons of intermediate (that is, between black & white) physical appearance, which he calls the North-West European & South European. These systems vary in their "somatic norm image" (the perceived "appropriate" physical appearance) & their "somatic distance" (the perceived physical separateness between component groups). 2 concepts advanced without substantial field evidence. The South European norms originated from the greater genetic intermixture typical of pre-Columbian Spain & Portugal. In the New World, these norms prevail in regions of South European derivation (eg, Brazil, Puerto Rico), but not in those of North European derivation(eg, US, Jamaica). Hoetink contends that econ & pol'al factors, among others, do not alter norms rooted in the genetic past of the society. Further, the experience of racially heterogeneous societies leads him to expect homogenization in the North-West European variant to take place through elimination. The reviewer calls these concepts, & the derived assumptions, into question.

Morales Carrion, Arturo., "Puerto Rico In A Bicentennial Year: Some Reflections." Rev. Interamericana Rev. (Puerto Rico) 1975/76, 692-700. 5(4).

Copy of a bicentennial speech at the University of Massachusetts on 12 February 1976. The author appeals for a more sophisticated and educated awareness of Puerto Rico and its people.

Mori, Fumiko, "Saipan and a Nonwar Generation Japanese." The Japan Interpreter, Spring, 1976, 76-84. 11(1).

Data come from a trip to Saipan in 1975 & recollection of postwar Japan through observations as a young student. Analyzed are personal experiences in grammar, junior high, senior high schools, & Coll in the 1350s & 1960s in Japan, focusing on the educational content & the American influence on it. Also described is personal experience with cultural shock & resultant cross-cultural understanding, emphasizing a change in perception of Americans & American Society. The "nonwar" generation" in Japan is free from the occupation mentality of older Japanese, & is more interested in combining traditional Japanese values with the new concept of democracy that was introduced.

Mount, Graeme S., "Puerto Rico, 1898-1917." J. of Presbyterian Hist. 1979, 51-64. 57(1).

Presbyterians were enthusiastic, if unwitting, agents of American empire in Puerto Rico following the Spanish-American War. Proud to be Americans, they sincerely believed that they were doing God's will and providing a valuable service to the former members of Spain's corrupt empire. Their major contribution was in education: they founded many primary and secondary schools. Unlike others, Presbyterian missionaries endeavored to encourage the people to retain their cultural heritage, with the exception of catholicism, by simply eliminating the worst features of Spanish heritage and promoting the best in the American. All missionaries, for instance, spoke Spanish. Article restates much material in the author's earlier article (see abstract 16A:2684). Based on Presbyterian publications of the period; photo, 50 notes.

Nance, Elizabeth; And Otyers., A Community of People; A Multi-Ethnic Bibliography." Portland Public Schools, Oreg., 1974, 135 pp.

This annotated bibliography was compiled by personnel of the Educational Media Department, Portland Public Schools, with the consultation of the students of Eliott School. Eight minority groups are focused on: Afro-American, Asian-American, Jewish-American, Native-American, Puerto Rican-American, and Multiracial. Materials cited in each section comprise books and other publications, films, phonograph records, and other audiovisual aids. Each of the eight sections is organized into 11 parts, focusing either on a topic dealt with by books and other publications, or on an audiovisual aid medium. The topics covered by these parts include: Heritage, Collective Biography,

Individual Biography, Poetry, Short Stories, Essays, Folklore, Fiction, Teachers Background Reading, 16mm films, and non-16mm audiovisuals. Information specified on each item selected for inclusion in this bibliography includes the following: author, title, publisher, copyright date, a brief annotation describing the contents of the item, suggested grade levels for which the item is appropriate, and other suggestions regarding the use of the item.

"New Directions In Integration and Ethnicity." Internat. Migration R. 1971, 464-473. 5(4).

Summary of the proceedings of the Tenth Annual Seminar on the Integration of Immigrants held at Columbia University on 6 November 1970. Nathan Glazer, Philip Soskis, Epifania Resposo and Reverend Joseph Fitzpatrick were the major contributors.

Novak, Michael., "One Species, Many Cultures." Am Scholar 1973/74, 105-146, 113-121 pp. 43(1).

Suggests that "our common culture" is a glib expression and needs reflection. Difficulties arise over a misperception of class and culture, and there is a need for public and popular humanities, a high culture, and professional skills.

"Nutrition Education: A Cooperative Effort, Leader Guide." Massachusetts Dept. of Education, Boston. Bureau of Nutrition Education and School Food Services. 1976, 40 pp.

This guide is a reference to assist nutrition educators in conducting a nutrition education project for certain target populations. It represents activities undertaken with school, home, and community cooperators in Lowell, Massachusetts, to improve the nutritional knowledge of bilingual (Spanish speaking) children and their families. Formats for workshops attended by educators and parents are presented as well as specific educational activities designed for classroom use.

Orpen, C., "Personality and Academic Attainment: A Cross-Cultural Study." The British Journal of Educational Psychology, June, 1976, 220-222. 46(2).

The 'age effect' hypothesis from British & American studies, which states that academic success in primary school is linked to stable extraversion while success in the U is associated with introversion, is examined with black & white school children (age fourteen). & black & white U students (age twenty), who were raised in nonwestern & western cultures. The extraversion & neuroticism scores of the Ss on the Junior Eysenck Personality Inventory (JEPI) or the Eysenck Personality Inventory (EPI) were compared to their academic success, found by their performance in school or on U examinations. Results supported the 'age effect' hypothesis in both white & black groups.

Orr, John B., "Cognitive-Developmental Approaches to Moral Education: A Social Ethnical Analysis." 1973, 25 pp.

This essay critically views the prescriptions of Jean Piaget and Lawrence Kohlberg Concerning moral education within the public schools. Piaget's paradigm of the moral life is elaborated, and his prescriptive theories for the schools are presented. In contrast to Durkheim, Piaget argues that schools should resist adult-imposed moral rules whenever possible, and must not assume the responsibility for representing the values of the larger society. The author contends that the arguments of Piaget and Kohlberg lead to an educational sectarianism, which has the effect of encouraging an autonomous insensitivity to the way in which the political world works, and turns the school into an unrealistic isolate world. In addition, it is argued that Kohlberg's theories for moral education are wholly within the framework of the liberal welfare model; that is, directed toward reducing the number and treatment of deviants through judiciary, police, welfare, and psychological services. The effect of Kohlberg's theses has been to compromise the radicalism of Piaget's initial logic Piaget's American colleagues, as representatives of an educationally liberal tradition, find themselves in the paradoxical situation of attempting to affirm the basic soundness of present institutions, while at the same time striving to use as much of the sectarian, radical rhetoric as possible.

Parming, Tonu., "Modernization and Ethnicity." U. Maryland, College Park 20742, Series: ISA 1978, 28[illegible].

Influenced largely by the writing of K. Deutsch, most US scholarship on the subject assumes that modernization leads to a loss of ethnic identity. This expectation is shared by Marxist writers, for whom ethnic identity is a vestige of a presocialist phase of societal development. However, a large number of contemporary advanced industrial states -- modernized societies -- are beset by ethnic assertiveness, regardless of whether the societies are (or, profess to be, or are labeled) socialist or capitalist. A theoretical resolution is attempted to the existing contradiction between social theory & social reality. While acknowledging that modernization leads to some identity loss & closure in an ethnic sense, it is argued that modernization creates simultaneous pressures which reinforce ethnic identities. Ethnic identity is separated into individual & collective components, & the impact of modernization on both personality & societal processes is then explored & linked to these distinct but interrelated levels of ethnicity. The major conclusion is that modernization creates simultaneous pressures for identity closure & diffusion. A problem to date has been the misconception that the identity changes are dichotomous: either one is a "modern person" or a "premodern person." What really appears to be happening is that individuals may be simultaneously "modern" & "ethnic." These identities are not inherently contradictory at the individual level, & the processes of modernization facilitate the continuance of both.

Patterson, Orlando., "On Guilt, Relativism and Black-White Relations." Am. Scholar 1973/74 43(1); 105-146. pp 122-132.

The American Negro is only partly responsible for "creating a viable moral community on the national level, in which he meets other Americans in equal moral terms, and in which he shares equally the obligations and rewards of a great industrial society." White Americans must not act directly on behalf of blacks, but reject ethnicity and return to the cosmopolitan ideal.

"People of Native Ancestry. A Resource Guide for the Primary and Junior Divisions." Ontario Dept. of Education, Toronto., 1975, 83 pp.

Basic principles of primary-junior education as they pertain specifically to people of native ancestry in Ontario are elaborated in this resource guide. Intended for both native and non-native teachers, principals, and administrators responsible for curriculum for children of native ancestry and others, its aim is to help in development of a stronger curriculum based upon experience of the children. Through more realistic units on native peoples, the resource guide maintains that the native child's self-image can be strengthened and communitywide appreciation of original Canadian people fostered. Pointing out the importance of considering the native child's family, community, economic activity, and self-image in planning curriculum content, a discussion also includes activities which teachers of non-native primary students can use in units about native peoples, a teacher checklist for curricular activity planning, and the need to examine curriculum within the context of each community. Sections on environmental studies, the arts, and communications (Ontario primary-junior curriculum categories) offer information relevant to teachers of native children. A brief history of native education in Ontario, a glossary, and a confederation lament by Chief Dan George presented in English, Mohawk, Ojibway, and Cree languages is given.

Plenkos, Donald., "Ethnic Orientations among Polish Americans." International Migration Review, Fall, 1977, 350-362. 11(3)

A survey of the ethnic consciousness of 346 Milwaukee Polish-Americans found that the Rs could be divided into three general categories. The largest of these was composed of persons who, for all practical purposes, are assimilated. Among the others, two variations in Polish-American ethnicity were identified; (1) based on involvement in fraternal organizations, & (2) founded in the maintenance of close contact with Poland. Ethnically defined attitudes & behavior were strongest among members of this last group, who are familiarwith the Polish language, usually born in Poland, & retain personal ties with that country. Ethnicity is strongly associated with older age, higher education, & residence in heavily Polish neighborhoods in Milwaukee.

"Puerto Rico: A Case Study of Transcultural Application of Behavioral Science." Caribbean Studies. Puerto Rico, 1971, 5-17, 10(4).

The cultural ideological milieu within which the social sciences are developed is of far greater relevance than most social scientists are willing to accept. In Puerto Rico, "the function of the ideological milieu of North American social scientists has been to convey them to a number of unhappy if not too incredible conclusions." The vast social science research on Puerto Rico conducted by most North American investigators has contributed little to a real understanding of Puerto Rican society, but rather reflects a tendency to subordinate data to preconceptions and to design and construct categories in terms of ideal modes of conduct and behavior alien to the society under scrutiny. As a result, basic fundamental aspects of Puerto Rican Society have been neglected. A survey of social science courses offered in the University of Puerto Rico reveals that few have relevance to the Puerto Rican surroundings. Based on secondary sources.

"Puerto Rico - The Documents Administration Program." Am. Archivist, 1963 379-382. 26(3).

The General Archives of Puerto Rico functions under the Institute of Puerto Rican Culture. When the new building is ready for use, the accessions of the archives will be greatly increased. The archives maintains a training program for its archivists through which they are accepted for inservice training at the National Archives in Washington, where they also participate in the archival courses given at the American University. The most important function of the archives is the preservation of primary historical sources for the benefit of the people of Puerto Rico.

Quinones, Juanita; Chang, Sung Wen., "Science for Grade 1. Connecticut Migratory Children's Program." Connecticut State Dept. of Education, Hartford, Connecticut State Migratory Children's Program, New Haven,; Hamden-New Haven Cooperative Education Center, Conn., 1977, 317pp.

This is one of a series of curriculum guides designed to assist bilingual teachers in efforts to provide a coordinated program of studies for students in the Connecticut Migratory Children's Program and for any other students whose native language is Spanish. It is felt that an effort should be made to discover the skill level at which a child is functioning, to choose materials from curriculum guides at that skill level, and to move to more difficult materials when the child is ready. Skills are suggested at given grade levels to provide a logical sequence of skill development. The overall focus of the curriculum guides in the series is on Puerto Rican history and culture. The present guide is for science instruction at the first grade level, and is divided into eight units: (1) Myself, (2) My School, (3) My Family, (4) My Home, (5) My Community, (6) Transportation, (7) Communication, and (8) Animals. Each unit is further divided into skills which combine the topic of the unit with basic scientific concepts that the child must master. Activities for each skill are suggested. A vocabulary list is provided in each unit, and the guide is illustrated with black-and-white drawings.

Rockett, Rocky L., "Ethnic Stratification in the Soviet Union: A Preliminary Analysis." Series: SWSA 1977, 0936.

A survey & analysis of 17 major Soviet ethnic nationalities on the basis of several key social, political, & economic indicators. As of the 1970 census these 17 groups together comprised 93% of the sigma population of the USSR. Focus is on the ethnic/class structure of the USSR & on isolating the important structural conditions & processes which serve to maintain the prevailing ethnic stratification system. Clearly-opposing trends of a nationalistic sort are also examined & evaluated in terms of the challenge they present to the dominant stratification scheme. Data were derived from social science data source books on the USSR; ethnographic studies of the individual ethnic nationalities; & studies by political scientists of membership in the Communist Party, ethnic background of students in institutions of higher education, & the implementation of the USSR's official nationalities policy. The general conclusions are that ethnicity & race indeed do influence the stratification scheme in the USSR, that the major socioeconomic discrepancies are found between racial groups, & that in the USSR the most important dividing line in terms of ethnicity is that between Slavic & non-Slavic peoples. The most general factor influencing stratification patterns is the government's "Russification" program; however, it has a quite different impact as it is applied to the various peoples of the 16 republics of the USSR, & has changed considerably over time. Recommendations are offered for revising current race relations theories so as to account for particular sequences of intergroup relations which are not so common in the West; Knowledge of interethnic & interracial patterns of behavior will be greatly enhanced by studies which focus upon societies that are characterized by long-standing racial & ethnic divisions & that have not adhered so closely to the western form of societal development.

Roebuck, Julian B.; Hunter, Bruce., "The Awareness of Health-Care Quackery as Deviant Behavior." Journal of Health & Social Behavior, June, 1972, 162-166. 13(2).

A recent review of the literature suggests that a clear-cut normative structure relating to health-care quackery has not been promulgated, disseminated, or accepted by the public. This field study based on intensive interviews with a sample of 104 R's residing in a city of 320,000 discloses that (1) the labeling & sanctioning bodies in the area of health care are ineffective in communicating their definitions of deviant nostroms, devices, & treatments to the public; (2) the public possesses no consistent knowledge about these deviant practices; & (3) the lack of knowledge concerning these deviant practices does not vary by SES, occup'al level race or ethnicity, educ'al level, Ru or Ur background, age group, or sex.

Schillo, Genevieve; Fasenmyer, Mary Sarah., "Many Peoples--Shared Dreams; A Curriculum Guide for Multi-Ethnic Studies." National Catholic Educational Association, Washington, D.C. 1973, 51 pp.

This is a curriculum guide for multiethnic studies. The introduction explains the importance of such studies as a part of values clarification even for young children. After the introduction there is a resource model which is divided into four sections. The first three sections (levels A-C) correspond with developmental stages in the learner. Level A fosters awareness; Level B fosters understanding and response; and Level C fosters recognition and commitment. The fourth section, Level D, deals with using the arts to explore ethnicity. Each level is laid out by goals, conceptual ideas, and suggested activities in which children learn about themselves and their own families and communities and then compare their similarities and differences with other groups and communities. Discussions on faculty development and planning and curriculum evaluation are included in this guide as well as a questionnaire for teachers to explore their own ethnic attitudes and experiences and the make-up and needs of their classroom. A list of ethnic organizations and a bibliography are also included.

Shafer, Susan., "Messin' wif Language." Elementary School Journal, May 1976, 500-506. 8.

Discusses the need for teachers to be aware of social class and cultural differences in the use of language.

Shikiar, Richard; Coates, Carolie., A Multidimensional Scaling of Person Perception in Children." Multivariate Behavioral Research, July, 1978, 363-70. 13(3).

Anglo and black children at two age levels and of both sexes judged the similarity of 12 stimulus persons, using a proximity setting technique. Resultant dimensions were interpreted as racial identification, sex, and age.

Sieber, R. Timothy., "Schooling, Socialization, and Group Boundaries: A Study of Informal Social Relations in the Public Domain." Urban Anthropology, Spring, 1978, 67-98. 7(1).

This article presents a comparative case study of pupil role socialization in three elementary schools public, Episcopal, and Catholic) serving a heterogeneous North American inner-city community.

Siegman, Aron Wolfe., "A Cross-Cultural Investigation of the Relationship Between Ethnic Prejudice, Authoritarian Ideology, and Personality." J. Abnorm. Soc. Psych., Nov. 1961, 654-655. 63(3).

Simonson, Michael R., "Global Awareness in the Curriculum." Research Reports, Vol. II, Issue I. Iowa State Univ. of Science and Technology, Ames. Research Inst. for Studies in Education. Sept. 1976, 69 pp.

Study of the world and its people have always been goals of the educated person. Until recently, the social studies curriculum has been the focal point for world study. Traditional curriculum plans usually have had world history as a major component, and, in some instances, electives in comparative economics, world culture, sociology, and other related areas were available for interested students. However, despite efforts by isolated educators, the study of the world and its people as a continuing component of the school curriculum has been an exception. Recently groups both within and outside of the formal educational system have begun to realize that we are living in an increasingly interdependent world. In order for mankind to continue to progress without threat of catastrophic man-made disaster, the peoples of the world need to understand each other. This need can be met by global awareness, the process of becoming open, sensitive, positive toward other cultures as well as toward one's own. This report contains the edited proceedings of a conference on global awareness. Papers by professional educators cover a variety of topics in cross cultural education, particularly for elementary school students.

Skinner, Louise., "Multicultural Education: A Challenge for the Future." Educational Horizons, Summer, 1977, 189-90. 55(4).

Author argues that governing boards and school administrations must be culturally sensitive, or surround themselves with those who are, in order to create the best learning environments possible under which children can maintain their own identity.

Smith, Mortimer., "Educational Innovations: Treasure and Dross." Am. Scholar, 1973/74, pp. 133-139. 43(1).

Discusses areas where educational reform is needed; teacher education, reading instruction, teaching disadvantaged children, and educational bureaucracies. Describes utopian society-changers, neo-progressives, technicians, and renovators who would bring it about.

Steffenhagen, R. A.; McAree, C.P.; Zheutlin, L.S., "Social and Academic Factors Associated With Drug Use on the University of Vermont Campus." International Journal of Social Psychiatry, Spring, 1969, 92-96.15(2).

No description

Sunderland, Stephen C., "Changing Universities: A Cross-Cultural Approach." Journal of Applied Behavioral Science, Oct-Dec. 1967, 461-468. 3(4).

No description

"The Artist Speaks." Alaska R., 1970, 40-54. 4(2).

Speaks against too much ethnocentrism, too much emphasis on native art, primarily because the author is an artist and a native. Tutored by his uncles in Wales, located on the Bering Strait, the author learned to carve ivory. Encouraged and instructed by George W. Fedoroff at Mt. Edgecumbe, he moved from high school to the Rochester Institute of Technology and enrolled for a year at the School for American Craftsmen. After serving in the Army in Europe, he returned to R.I.T. and finished three years. Under a Fulbright scholarship, he then studied contemporary Scandinavian crafts in Oslo,Now*Norway, where he absorbed a wide spectrum of national styles. The author maintains that art should be the main concern of the individual artist.

"The Responsive Education Program for Children and Adult Learners; Summary." Far West Lab. for Educational Research and Development, San Francisco, Calif., 1975, 29 pp.

This booklet presents a description of the Responsive Education Program (REP) by summarizing the book entitled "The Responsive Education Program." Each of the 12 parts of the summary is a two-page abstract of a paper in the book. The papers summarized describe the program's goals, objectives, principles, and application to the classroom and to staff development. Responsiveness is defined and the rationale of the REP is presented. Cognitive and emotional development, and cultural pluralism in the REP are described. Other abstracts focus on learner objectives, principles and teaching guidelines, language and reading, classroom description, staff development, and evaluation in the REP. The final abstract summarizes a program implementation guide.

"The Work of Art and Historical Scholarship." Ventures 1968, 56-61. 8(2).

Art collections, such as the Yale University Art Gallery and the Peabody Museum, are an important part of the university's intellectual and cultural life, and may become the core materials for graduate research and training in art history as well as the non-art disciplines. Aside from the creation of exhibitions, art objects themselves are nonverbal clues to the circumstances of their origins, the life style of the individual and the society which produced the object. This material history should develop in the coming years, and as it does, the unexplored decorative arts of Pre-Columbian, African, and even American origin, will be examined profitably, thereby exposing another facet of those civilizations.

Walsh, James P., "Peter Yorke and Progressivism in California, 1908." Eire-Ireland, 1975, 73-81. 10(2).

Galway-born Father Peter C. Yorke championed the Catholic Church, Irish working people, and Irish nationalism in San Francisco from the 1880's until his death in 1925. Father Yorke, in his weekly

newspaper The Leader, was a spokesman for Irish Americans who believed in political brokerage as a way to logically and democratically reconcile conflicting views. The Irish saw Progressive attempts at municipal charter revision in San Francisco in 1908 as the attempted removal of Irish political representation-by privileged. Protestant, University of California-oriented professional and business interests who thought themselves "disinterested" but did not accept cultural pluralism or political dissent. Based on The Leader, secondary sources, and correspondence.

Warner, Robert M. and Blouin, Francis X., Jr., "Documenting The Great Migrations and A Century of Ethnicity, in America." Am. Archivist 1976, 319-328. 39(3).

In building immigration or ethnic collections, archivist should consider the dimensions of the field, the variety of sources available, and the likelehood that immigration sources are available in more general subject collections. The Bentley Library at the University of Michigan has engaged in active overseas collection of immigration and ethnic materials. Difficulties involving expense, languages, and bulk of collections require cooperation in efforts to acquire foreign materials.

Williams, Ederyn., "Medium or Message: Communications Medium as a Determinant of Interpersonal Evaluation." Sociometry, Mar. 1975, 119-130. 38(1).

To clarify the effects of the communication medium on interpersonal evaluation, 144 Civil Service managers were divided into 2 groups, each having 2 conversations with 2 different partners in either a task assigned or 'free discussion' situation using a telephone, closed circuit TV or face-to-face medium. S's then completed a series of 20 forced-choice scales relating to the conversation & to the partner. Separate factor analysis using principal components analysis with the diagonal elements unaltered & oblique rotation was used to evaluate the data. Significant media effects on evaluation of the conversation & of the partner emerged. The transmitted nonverbal cues tend to increase positively the interpersonal evaluation.

Williams, Judith B.; Dager, E. Z.; Malec, Michael A., "Social Class, Ethnicity, and Adolescent Identification With Parents." ASA, 1972, 1352.

No description

Wilson, Amrit., "Pilot in Trouble." Times Educational Supplement (London) 3281, 26, May 19, 1978.

Discovers that all is not well with the EEC-funded mother tongue project in Bedford.

Winfree, L. Thomas; Griffiths, Curt I. Theis, Harold E., "Drugs, Ethnicity and the Impact of Social Control Mechanisms: Drug Use in a Rural School System." Series: SSSP 1978 1060.

In the past ten years there has been considerable research deal with drug use in the high school. For the most part, past research has been confined to an examination of the use of such drugs as marijuana, LSD-25, amphetamines, & barbiturates by Ur & suburban senior high school students. As a consequence of this emphasis on Ur & suburban patterns of drug use, little is known about Ru drug use in general or the use of drugs by minorities in Ru settings in particular. In response to this perceived shortcoming in the drug literature, the current research provides an in-depth examination of drug use in a Ru setting, wherein reside a significant number of minority children. Specifically, two major questions are addressed: (1) Is there a link between the responses of Ru school children to their formal & informal social control mechanisms & the extent of their use? (2) Do Native American & Caucasian youth differ in their perceptions of these control mechanisms? Data were gathered in the spring of 1975 from a single Ru school system in a western mountain state. A self-administered anonymous questionnaire with thirty-five items was administered to 645 students in grades six through twelve. Completed questionnaires were obtained from a sigma. of 605 Rs, including 104 (17.2%) American Indians. The findings tended to support the primacy of the informal control mechanisms over the formal ones in explaining drug use patterns. Both informal & formal controls, however, tended to contribute more to an understanding of drug use than personal-biographical information. The separate analyses for American Indians & Caucasian students revealed slightly different patterns than those first observed. The full import of the observed shifts in responses among the Native Americans is explored.

Wolf. Howard R., "Quietude, The Apocalypse And Nostalgia: A Decade Of Teaching." Am. Scholar 1973/74, 105-146. pp. 140-146. 43(1).

Reflects on the negativism and quietude of the generation of the 1950's and the "historical abandonment" of the 1960's. Trusts that contemporaries will "never confuse isolation with self-created, autonomous worlds again."

Womack, Katie N., "Methodological Approaches for Assessing Behavioral Effects of Density Levels in Transit Vehicles." Series: SWSA 1978, 1170.

Matters of increasing concern are the effect of high density levels on behavior, & the adaptive ability of individuals in high density social settings. Two techniques are developed to assess density level effects in a particular setting -- buses at varied sites in two Tex cities. One technique used is an on-board survey, which is unique in this situation in several ways (the Rs are "captive"; each bus represents a universe sampled; & the questionnaire is administered in a

very short time period. The survey is used to gather information on attitudes & perceptions of crowding, & their relationship to such variables as sex, age, ethnicity, & SES. In conjunction with the survey, a mapping procedure is used in which seating arrangement & verbal interaction patterns are recorded. Additionally, sex, age, & ethnicity are observed. Combined, these two approaches result in an intensive & integrative look at attitudes & concomitant behaviors. The value of this dual technique for studying settings in which behavior & attitudes are affected by density is assayed.